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ABSTRACT

The four volumes of the journal focus on themes of New York state's services for youth, postsecondary institutions, and handicapped students; current special education concerns and practices in New York state; and issues related to the education of severely and profoundly handicapped students. The first of these journals "New York State Division for Youth -- An Overview: Servicing Youth in New York State," summarizes state programs for delinquency prevention, runaways, and young juvenile offenders. Related topics include community based vs. residential placement and a cross systems approach to removing status offenders from family court. The second journal, "Postsecondary Institutions and the Handicapped," includes articles on implications for students with epilepsy, learning disabilities, vocal handicaps, and deaf students. "New York Speaks -- Current Concerns and Practices," the third journal, addresses current issues in terms of the relationship between special and regular education, special educators' awareness of child abuse, and occupational-vocational training programs for exceptional students. The final volume, "Education of the Severely and Profoundly Handicapped," touches upon such topics as siblings, independent living services, behavioral contract systems, computer technology, and communication therapy. (CL)

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the FORUM

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VOLUME 8, NO. 1 **SPRING 1982**

ISSUE TOPICS:

NEW YORK STATE DIVISION FOR YOUTH— AN OVERVIEW: SERVICING YOUTH IN NEW YORK STATE

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The Forum is a refereed journal. Unsolicited articles are accepted. *Issue Editors* with ideas are welcome. Manuscripts submitted for publication in *The Forum* must be typed on one side of 8½ x 11 white paper, double spaced including quotations, footnotes, references, and tables, with margins of at least one inch. Manuscripts must follow. A.P.A. standards and should be sent to the *Editor.* If the manuscript is accepted for publication, a 2 x 2 photograph will be requested.

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the
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New York State Suite
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Wednesday, April 14, 1982
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in the evening

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VIEWPOINT

Barry Glick Ph.D. (1029)
District Supervisor
New York State Division For Youth
Region I, District 2

Few would dispute that future generations are dependent upon our present youth; and the quality of life we constantly strive for is directly related to how well we prepare our youth to inherit their legacy.

This edition of *The Forum* is devoted to youth and the issues associated with them. As you scan the contents you will quickly realize the commitment New York State has to it's future by investing in its youth. Each section is devoted to a particular concept and elaborates either policy or action as it relates to the problems, services, growth or development of our youth. *The Forum* begins with a financial and policy overview as identified in New York State's Children's Budget. An article by Fred Bedell outlines the basic history and development of youth services within the state; followed by a series of programs and services descriptions, both theoretical and practical. Tom Argust identifies a way to plan and perhaps even survive fiscal retrenchment; while Jim Purcell concludes our publication with a daring look into the immediate future. The editors has attempted to present ideas and have organized the journal articles from the abstract to the concrete; from the theoretical to the practical, identifying applications of theory wherever possible. NYS-CEC has always assumed the leadership for creative and innovative concepts and actions. The behaviorally disordered child (no matter what label is used, including Juvenile Delinquent) is a matter for all professionals who deal with special needs clients to be aware. This debilitating condition is handicapping indeed since it impacts all parts of our community: school, home, church. This issue is dedicated to those folks who devote their energies to youth in order to insure a brighter future.

In closing, many thanks and much gratitude to those who made this issue possible. First to the authors, who accepted the challenge, took time from their busy schedules to write, and had the courage to study what was essential. Second to the Editors and Board of CEC who were sensitive to know this was an important topic to publish. Third to Director Frank Hall and his Deputies who allowed the Division for Youth to take on this effort, and support it through it's completion. Finally and most important, to Bill Gettman who is Associate Editor in name only for it was he who coordinated much of the logistics, did many hours of writing, editing and rewriting in order to make this *Forum* possible. And to David Brown, NYS Division of Youth Communications Unit, for the photographs.

NEW YORK STATE EXECUTIVE DEPARTMENT
DIVISION FOR YOUTH
84 HOLLAND AVENUE
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FRANK A. HALL
DIRECTOR

Dear Reader:

It is with pleasure that I introduce Division for Youth's participation in the Spring Issue of the Forum, depicting the activities, initiatives, and directions of the New York State Division for Youth. I'd like to thank the editors and the editorial board of the Forum for their interest in New York State's Youth Service System, as well as offer my congratulations to them for their dedication, interest and enthusiasm.

We are proud of the Division for Youth and appreciate the opportunity to share with the NYS Council for Exceptional Children, and all interested readers, our efforts and goals directed toward the provision of quality youth development, delinquency prevention, and rehabilitative services for New York State's youth. As we enter a period of additional fiscal restraint and difficult choices, please rest assured that we will continue to advocate for appropriate resources and services based upon youth needs and proven statewide program techniques.

I encourage you to become involved in a coordinated effort to respond to challenging conditions and diverse needs within local communities. We share your hopes and desires and look forward to your assistance as we work together to meet our commitment to the youth of New York State.

Sincerely,

Frank A. Hall
Director

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Services To Youth In New York State: A Commitment To Growth

Barry Glick, Ph.D.
District Supervisor
New York State Division for Youth
Region I, District 2

William Gettman
Administrative Assistant to the Director
Program Services
New York State Division for Youth

The purpose of this article is to summarize New York State's commitment to the development and implementation of initiatives and programs designed to support the needs of youth. NYS's continuum of human and financial resources in order to meet the needs of children is described herein.

New York State government provides approximately $5 billion for programs that address special problems and requirements of 6 million children throughout the State. These funds represent between 35 and 45 percent of NYS's Executive Budget, 25 State agencies, as well as hundreds of local and private organizations. Youth programs are developed, implemented and services provided under approximately 130 separate funding categories. While critics claim that the public sector's role in children and family services has replaced the essential role of the family and the community, it is generally agreed that all children have a range in needs that must be met to insure health and normal development. Even though the family has primary responsibility to provide and promote this development, children also require services, or in some cases, in lieu of those which the family can provide. NYS has demonstrated its commitment to share with families and communities the responsibility to guarantee children's needs are sufficiently met. Despite serious financial and fiscal concerns, NYS has maintained and increased its commitment to children as a major investment in New York's future.

Program Categories for Youth Services

The needs of children are complex and are not budgeted nor reflected within singular program categories, appropriation bills or regulatory formats. Given this situation, the following material represents a summary of efforts and programs undertaken by State and Local agencies and organizations on behalf of youth reflected by social, economical, physical and environmental influences. Specifically, as developed within the *Children's Budget,* services are defined as the board headings of: Education and Habilitation, Social Development, Income Support, Family Support, Mental Health, Recreation and Cultural Enrichment, Health Services, Justice/Legal/Due Process, Employment Services, and Residential Care and Maintenance.

Education and Habilitation

This category comprises the single, largest expenditure in the State Budget. Education and Habilitation programs are based upon the NYS Constitution and State Education Law, and entitles all children between the ages of 5 and 21 to a free public education for approximately 3 million public school pupils. Within NYS, education and habilitation services are provided by the State Education Department, Office of Mental Retardation and Developmental Disabilities, Office of Mental Health, Department of Social Services, Department of Correctional Services, and the Division for Youth. Categories of services include general education support and funding, services for disadvantaged children, pre-school education and habilitation services, special education services, residential programs, delinquency prevention and special programs for Native Americans, migrants, bilingual children, and special instructional programs operated by the State University system.

Social Development

Social development services are defined as those activities and programs which provide counseling and guidance needed by children and youth experiencing adjustment problems. Often, social adjustment services are linked to stressful situations within the families, school or community environments. Delinquent behavior, substance abuse, and truancy are addressed continuously by social adjustment services.

According to levels of problem intensity, social development services usually fall into two categories—prevention and rehabilitation. Prevention services are suited for children and youth with problems which, while relevantly minor, may well become more serious if left unattended. Rehabilitation services are appropriate for children and youth with problems sufficiently severe or complex to interfere with their functioning.

Prevention programs operated and funded by NYS are implemented in a coordinated function by the Division of Alcoholism and Alcohol Abuse, Commission on Alcoholism and Substance Abuse, Division of Probation, Division for Youth and the Division of Criminal Justice Services.

As noted above, rehabilitation services are designed

to treat behavioral problems and are normally provided as a component of comprehensive care and treatment. Services provided by the Department of Social Services, Division for Youth, Division of Parole, Division of Probation, and Department of Correctional Services are designed to deal with critical issues associated with abuse or neglect, alcohol and substance abuse, and youth who have come in contact or who are at risk of contact with the criminal/juvenile justice system. Despite times of fiscal retrenchment, New York State's commitment for social development activities for children has increased from approximately $50 million in FY 1978-79 to the recommended allocation of approximately $54 million in 1980-81.

Income Support

Income support in relation to services for children are those financial assistance services that provide direct cash income or in-kind supplements to households with children. This assistance is available to meet such fundamental needs as food, clothing, shelter and fuel. Most income support programs in NYS are administered by local social service districts under federal and/or state supervision. In conjunction with federal objectives, income support policies and programs are designed to facilitate the reduction of poverty and provide income assistance to the needy, establish work incentives that encourage self-sufficiency, and develop administrative mechanisms that give assistance in a timely, accurate, and efficient manner. Toward these goals, NYS has designed its income support programs to guarantee all children and families sufficient income to meet essential needs. The Aid to Dependent Children (ADC), Supplemental Security Income Program (SSI), food stamps, emergency assistance for families program, adoption services, and subsidies programs are designed to ensure the fundamental requirements of the State's needy families and children are met.

Family Support

Family support services may be defined as those services that contribute to family well-being and enable the family unit to remain intact. Typically, family support services are provided by local social service districts or community-based voluntary agencies as short-term intervention services to prevent family breakup and promote family development. Under this category, seven State agencies, including the Department of Health, Office of Mental Health, Office of Mental Retardation and Developmental Disabilities, Department of Social Services, Department of Agriculture and Markets, Department of Correctional Services and Division for Youth support 23 programs that range from day services and teenage pregnancy to day-care, delinquency prevention and preventive day services.

Mental Health

Mental health services include diagnostic, therapeutic and preventive programs for children with acute, chronic disabilities or who are at risk of mental illness or emotional dysfunction. These services are provided in institutional and community-based settings through a strong partnership with local and voluntary sector organizations. Through the activities of five primary agencies, initiatives are intended to support prevention and crisis intervention, appropriateness of placement, and services for the mentally-ill delinquent youth. Further, the Office of Mental Health (OMH) and the Department of Social Services (DSS) are responsible for approximately three-quarters of the program expenditures within the Mental Health category through child psychiatric centers, voluntary and community-based programs, State Medicaid programs, and foster care services.

Recreation and Cultural Enrichment

Recreation and cultural enrichment programs and services are intended to enhance the leisure activities of children and youth and contribute to a child's social, physical and emotional development by improving the quality of life and fostering an appreciation of artistic and cultural values. Recreation and cultural services may include after-school athletic activities, summer music programs, and evening social programs for teenagers. Opportunities are available through the 147 parks and 37 historic sites operated by the Office of Parks and Recreation; 47 public camp sites, 2,600 miles of hiking trails, and 3 large ski centers maintained by the Department of Environmental Conservation; state-supported public library system; and a Youth Development Delinquent Prevention Program, administered by the Division for Youth.

Health Services

Children's health services include medical and dental services provided by licensed practitioners. Related services such as child feeding programs are designed to inform and educate families and individuals on proper health maintenance and care. The program ensures that: appropriate and sufficient health services are available and accessible; ensure that health services are of high quality; and provide fiscal resources so that medically indigent families and individuals are able to purchase health services through the medicaid program.

Federal, State and local funds are used to provide and support a wide range of health services for children and include the State's Medicaid Program (the largest, single source of public funds to support health services for children), Child Health Assurance Program (CHAP), Women, Infants and Children's supplemental Food Program (WIC), the physically-handicapped children's program, and residential health services program.

Justice/Legal/Due Process

Legal protection, or due process, is guaranteed to all citizens by Federal and State constitutions. Programs under the justice/legal/due process category encompass those activities of the State's court system and agencies that assure and protect rights of children. In 1979-80, NYS committed over $36 million, through seven state agencies to support judicial, legal and due process services programs for children. Over half of the total state and local spending for legal

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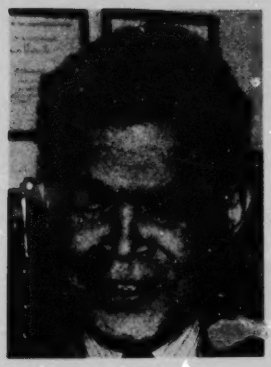

New York State Division For Youth: Past and Present

Frederick D. Bedell
Executive Deputy Director
New York State Division for Youth

The purpose of this article is to highlight the history and development of the NYS Division for Youth (DFY) as well as the relevant legislation and legal issues that impact upon services for children.

Since the establishment as a temporary State Youth Commission in 1945, with responsibilities to provide technical and financial support to youth programs in communities across the State, the Division for Youth has evolved into the oldest and most comprehensive youth serving agency in the Nation. Like many public local agencies designed to meet current needs, the Division for Youth has experienced growth and expansion based upon documented youth, social and environmental conditions that impact upon the well-being of children. Today, the NYS Division for Youth has a broad legislative mandate to promote the physical, emotional and social well-being of youth in the state. Its mission is to promote, establish and maintain a unified system of youth development and juvenile justice services which assist youth to become productive, functional and fully integrated members of society. Through the development of its co-ordinated, community-oriented approach to the provision of both direct and indirect youth services, as well as its youth advocacy efforts, the Division seeks to insure that appropriate services are made available to the greatest number of youth on a statewide basis.

Growth and Expansion: A Historical Perspective

The NYS Division for Youth was initially established as the temporary New York State Youth Commission by Chapter 556 of the Laws of 1945. The intent of the original legislation was to encourage municipalities to undertake increased activities associated with the care and support of young people under the age of 21. It further created a temporary Youth Commission with funds to assist municipalities in a financial and programmatic manner based upon local needs and characteristics. Further, the Commission, comprised of the heads of various state agencies, was mandated to forge a multi-disciplined approach to the needs and problems of youth. In 1956, the temporary Youth Commission evolved into a permanent State Youth Commission (Chapter 636, Article 19-A Executive Law). The action was a result of the Report of the Watson Commission following regional hearings on the problem of youth and delinquency.

A. **Residential Treatment**

Chapter 881 of the Laws of 1960 transferred the functions and powers of the State Youth Commission to the Division for Youth, as well as additional responsibilities for the development of residential facility programs. The new functions involved the development of residential programs as alternatives to placements within the state training school system (institutions for juvenile delinquents). As such, the Division's role was expanded to meet community, as well as residential treatment needs outside of the training school system. Throughout the 60's, the Division was responsible for youths 15-17 years of age who were admitted to residential facilities (at the discretion of the Division) and thought to require unique education, rehabilitative and guidance services and programs.

The NYS Division for Youth again experienced increased growth and expanded responsibilities. In order to consolidate all youth-related activities into a single agency and to maximize coordination of the state's responsibility for youth programs. Specifically, on July 1, 1971, the State Training School System (consisting of 12 large training schools throughout the State) was transferred from the Department of Social Services to DFY. At that time, training schools provided care and treatment for children placed or committed as a juvenile delinquent or as a person in need of supervision (PINS). Thus in the early 70's, the Division's major new residential responsibility included the rehabilitation of all youth adjudicated as juvenile delinquents or persons in need of supervision between the age of 7-17, who were placed or committed to the Agency by the Family Court.

In 1975, the Division's residential treatment programs were further differentiated due to the promulgation of the classified case procedures. Briefly, the categorization of certain youths as *Classified Cases* recognizes the fact that youths who have committed certain serious offenses require special consideration for the following reasons:

1. They may represent a very real danger to the community;
2. there may be strong negative community attitudes concerning their past offenses;
3. their own needs may require a program of special

care involving more intensive supervision and treatment and a longer length of stay.

The procedure involves identification of offenses for which youths would be classified, steps required to classify the youth, facilities to which such youths could be assigned, required length of stay, nature of supervision to be provided, schedule of home visits, required counseling services, release procedures, and bases upon which such youths may be declassified.

In 1978, NYS adopted the Juvenile Offender Law which again impacted upon residential youth services. Briefly, the effect of these laws brought 13, 14, and 15 year olds under the jurisdiction of the adult criminal court process. Youths 13, 14, 15 years old alleged to have committed murder (second degree) and youths 14 or 15 years old alleged to have committed certain serious and violent felonies are now subject to arrest, arraignment and trial procedures formerly applicable only to adult criminals.

Indeed, the Division's residential treatment programs have experienced considerable growth, expansion and differentiation based upon legislative action and program consolidation.

B. **Local Services**

Concurrent with the growth of the Division for Youth's role to provide a unified system of residential services to JD youth, there has been a parallel support for local youth services programs. For 35 years, the DFY has funded, monitored and supported youth programs in municipalities. Today, NYS provides over $50 million which support a vast array of local youth programs in virtually every community across the State. A key feature of the State's commitment to the support of local services is its support for local initiatives and decision making to determine specific program funding. A vital link in the relationship of the Division for Youth of local communities are *Youth Bureaus*—local agencies, created with financial and technical assistance from DFY, which play a lead role in youth service management at the "grass roots" level. Youth Bureaus, now operate in 4 counties and municipal bureaus have been established in most large cities and towns. Youth Bureaus provide coordination, planning, program monitoring and evaluation for all related activities. Further, Youth Bureaus, particularly those in areas with small populations, may also directly operate youth services.

A vital component of the Division's effort and growth associated with the full continuum of youth services has been the *Comprehensive Planning Process* initiated as a result of Chapter 1000 of the Laws of 1974. The statute was designed to provide an incentive for cooperation among county, city, and town governments and between private youth serving organizations as well as to make more efficient use of limited community resources. Comprehensive planning provides financial incentive for counties to work with cities, towns, and villages in developing a common plan of action to address youth needs.

The Youth Initiatives Act (1976), the Runaway and Homeless Youth Act (1978) and the Special Delinquency Prevention Program (1978) provides targeted funding sources in order to respond to community needs.

A. *Youth Development and Delinquency Prevention (YDDP):* Initially developed as a funding mechanism to local governments based on a per capita formula of twenty-five cents per youth residing in the community, this program today provides a basic per capita aid formula at the rate of $4.50 for counties which have an ongoing process of comprehensive youth service planning. Originally focusing upon the development of recreational services, the YDDP program has expanded its realm of services to include various youth services, such as teen centers, employment programs, crisis hotlines, police juvenile officers, counseling programs, alternative education efforts, and youth advocacy.

B. *Youth Initiatives Program:* Developed in 1976, this program provides additional financial incentives for counties and municipalities to establish and/or expand programs which address high priority youth problems such as truancy, youth prostitution, school violence, and the inappropriate placement of youth in institutional settings. For counties which have utilized this full $4.50 per youth in matching state aid eligibility, an additional $1 of matching funds is available for priority program concerns.

C. *Special Delinquency Prevention Program SDPP):* In recognition of the special problems experienced by low income communities having high rates of delinquency, this program provides 100% support for community-based, privately operated programs. In addition to financial support, a program of training and technical assistance has been developed to assist neighborhood base programs improve delivery and management services. Funding under SDPP, in accord with identified needs and priorities addresses critical issues with respect to school related projects, counseling/crisis intervention, early identification and assistance, youth advocacy in self-help projects, multi-service centers, rural outreach programs, and projects for youth with limited English-speaking and reading ability.

D. *Runaway and Homeless Youth Act:* Enacted in 1978, the Runaway and Homeless Youth Act established a state commitment to provide emergency shelter, food and counseling to runaway and homeless youth up to the age of 18. Based upon documented needs, as well as restricted federal funding resources, the NYS RHYA Act places a strong emphasis on the coordination of new and existing services to aid runaway and homeless youth and families. Under this program, counties are permitted to seek up to 75% reimbursement from the State for the cost of new and expanded services on the basis of a concrete plan which provides a coordinated range of services.

As the history of this Agency indicates, the Division for Youth has developed around two primary foci: the original mandate to promote through a partnership with local political subdivisions and municipalities, the development of a multi-disciplinary youth serv-

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Adolescent Youth and Economic Development: A Direction For The 80's

Les Goldberg
Deputy Director for Program Services
New York Division for Youth

Over the past decade, an abundance of research has established significant relationships between youth unemployment and delinquency. Theoretical rationales explain delinquency as a result of youth who strive for financial and social goals but find themselves without the means to achieve those goals and then consequently revert to the underground economy and illicit activities. One noted social psychologist, Harvey Brenner, in his testimony before a House Committee on Crime, reported a statistically significant relationship between the crime rate and unemployment. Based on extensive research, Brenner psychologist, Harvey Brenner (Harris, 1981), in his testimony before a House Committee on Crime, reported a statistically significant relationship between the crime rate and unemployment. Based on extensive research, Brenner stated that a 1% increase in the unemployment rate results in a 6% increase in robberies and a 4% increase in homicides. To comprehend, however, the full impact of this relationship, it is critical that we understand the changing population in question and the economic system in which youth must join.

Population in Question: Our Adolescent Youth

From our own experience, as well as a plethora of literature, it is generally agreed that the period of adolescence is considered "the turbulent years" challenged only by "the terrible twos" as a bane to families. Adolescence begins with the benchmark of puberty and ends with the milestone of young adulthood. While some psychologists characterize this period as "the conflict of dependence vs. independence", other perhaps more romantic individuals call adolescence the "dawn of becoming". Regardless of profession, all would agree that whatever you call this period, success is measured by the ability of the adolescent youth to negotiate a smooth transition into adulthood.

To achieve a smooth transition, however, there exists dual responsibilities; the adolescent has the responsibility to work toward the goals of emotional, social and economic independence; while society maintains a responsibility to educate, guide, shape and direct. More importantly, however, society has a major responsibility to make room! Specifically, society must either make room for transitioning youth within our economic systems, or make room for them on our public assistance roles or within our jails and youth facilities.

Within a responsible society, it remains critical to prepare our youth for entry into the modern job market, equipped with those skills and abilities required to assure a smooth, effective, transition from adolescence into adulthood. A trained workforce, with high skill levels, will therefore become a critical factor to determine the strength of both our State and National economy, as well as respond to the correlation between unemployment, poverty and crime. Put another way, the critical link that needs to be maintained or re-established, if we are to respond to changing economic systems and environments, is an education and training capability that is realistic, challenging and responsive.

Within the education and training sector, educators, parents and public officials must strive to: maintain relevant curriculum offerings which attack reading, math and communication deficiencies; offer opportunities for life skill experiences; and enhance skill training possibilities in order to assure youth an opportunity to obtain a marketable set of skills. Finally, we all must re-examine the popular myth that college training guarantees a successful transfer into the adult workforce. Thus, we must avoid stagnation, lack of response and unrealistic expectations.

Changing Economic Trends

For the adolescent youth, our economy has experienced a transformation that impacts upon the availability of jobs, as well as more complex societal norms, expectations and values. The transformation, often referred to as the *technological revolution,* is qualitatively different from the Industrial Revolution and the Agricultural Revolution that preceded it. No longer is our economy and our employment opportunity limited to processing material, construction, manufacturing or agriculture; but rather an economy which is moving toward economic growth based upon the processing of information and the provision of services.

As the national economy has undergone a transformation, so, too, has the economy of New York State. As most recently reported by the NYS De-

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Division For Youth's Approach to Delinquency Prevention

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The New York State Division for Youth has as its basic legislative mandate the promotion of the physical, emotional and social well-being of the youth of this State. Within this framework it has a major commitment to delinquency prevention—and provide opportunities for the development of constructive attitudes and behaviors instead of the destructive expression of youthful boredom, frustration and rage. Through a variety of program initiatives, the Division actively stimulates the development of community programs which reach those youth most likely to become unnecessarily involved in the juvenile justice or social welfare systems. The Division also seeks to expand community services for those youth who come to the attention of police and the courts who could be better assisted by services in their own community rather than residential programs away from home. Governor Carey expressed the State's commitment to this approach very clearly in his recent *Message to the Legislature* (January 7, 1981):

> "It is important for us to make certain that we are not sending to our adult and juvenile institutions persons who do not pose a threat to society and who do not require incarceration. Not only does unnecessary incarceration waste precious State resources, it may permanently scar a young person who might otherwise have been saved from a life of crime."

The long-term goal of the Division's prevention initiatives is, therefore, to provide those youth most in need with the services and resources that will help them best. While determining who is *most in need* and *what helps best* are ongoing debates at every level of government, the Division is actively assessing its program efforts to determine which are most effective and will redevelop program directions accordingly. This is an ongoing process.

The Division's service approach is based on the belief that the *family* and *community* are the best fundamental sources of care and guidance for all young people. Government's role is to nurture and help support that relationship when at all possible. Adolescence as a period of transition from child to adulthood involves moving gradually from family to a broader community role. This transition is never smooth. However, several ingredients of community life make success more likely:

- access to participation in desirable social roles;
- diminishing negative labels and promoting positive self-concepts;
- acceptance, integration and meaningful activity in the natural unstructured/support network found in neighborhood settings.

The Division's approaches to delinquency prevention clearly reflect these youth development concepts.

COMPREHENSIVE YOUTH SERVICE PLANNING

At the heart of the Division's approach to delinquency prevention is the Comprehensive Youth Service Planning Process and program. Enacted in 1974, this initiative was designed to introduce comprehensive planning on behalf of youth at the local level in order to:

- provide an incentive for cooperation among county, city, and town governments, and between private youth serving organizations; and
- make more effective use of limited community resources.

Since inception, the Comprehensive Youth Serving Planning Process has evolved into a dynamic, challenging and responsive system designed to match youth needs and programmatic operations within local governmental boundaries and geographic regions. At its inception, only two counties participated in the planning process; 1981 concluded with the adoption of comprehensive planning by all but one county in New York State.

This program of State aid to Local Governments for the development of recreation, youth development and delinquency prevention programs provides financial incentives and technical assistance for the comprehensive planning of community youth services. This approach allows counties to bring together a cross-section of the counties' interests including representatives from city, town and village governments; private citizens; youth; private businesses; and public and private youth service agencies. It offers opportunities for greater citizen involvement in the decision-making process and a forum for dialogue on youth needs and how they may be met.

The Division firmly supports the community as the most appropriate site for service delivery. The natural

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Removing Status Offenders From Family Court: A Cross Systems Approach

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THE RAGING DEBATE OVER STATUS OFFENDERS

The promises of Family Court to protect and aid status offenders[1] have been broken. This is the conclusion of *Promises, Promises* (1981), a recent report by the Chicago Law Enforcement Study Group. It is one of the many shots being traded between those who feel that status offenders are best served under the protection of the court and those who feel that such youth are best served by special programs in the community.

Valid arguments exist on both sides of the issue. Proponents of Family Court feel that the protection of the court is needed for PINS; that few community services are available for these youth; that many agencies do not want to deal with PINS; that coersion available to the court is necessary to get PINS to respond positively to demands that they change their behavior. All these arguments are countered by those who feel that the court's use of sanctions on the youth have been ineffective; that the court process labels and stigmatizes the youth; that the court weakens the parents' responsibility by too readily agreeing to accept a share in their children's care and development; that the court has weakened the responsibility of schools and community agencies by taking greater responsibility for the youth.

This apparently unending debate can be summarized by U.S. Circuit Judge David Bazelon (1970) who stated, "If you don't act, no one else will. (But) I submit that precisely the opposite is the case: because you act, no one else does."

While the debate continues, some states and local municipalities are developing their own responses to the issue. A number of states have taken status offender jurisdiction from the realm of Family Court. New York State has removed PINS from secure settings but has not moved beyond. However, Monroe County, New York has developed an ambitious planning process which has implemented specific community services aimed at reducing, voluntarily, 60% of the PINS petitions entering Family Court. This planning process has demonstrated that the jurisdictional issue over PINS need not paralyze those who wish to develop humane alternatives for status offenders and their families.

[1]Status offenders in New York State (or Persons in Need of Supervision-PINS) are youth under 16 years of age who have committed an act that if committed once they become 16, would not be viewed as a criminal act and would not come under the jurisdiction of a court, i.e., running away, truanting, incorrigibility.

STATUS OFFENDERS (PINS): A MONROE COUNTY ANALYSIS

Monroe County is a western New York community of approximately 700,000 individuals. Its central urban area, the City of Rochester, is surrounded by suburban towns which range from densely populated *minicities* to medium-size municipalities to smaller, less populated areas with a rural flavor. While the county is viewed as a progressive area, closer examination reveals the full spectrum of societal problems which afflict communities across the country: family disintegration, unemployment, educational system turmoil, minority population struggles and a juvenile justice system that has not been able to address adequately the needs of status offenders.

Persons in Need of Supervision (PINS), by state definition, are youth less than 16 years of age who do not attend school in accordance with provisions of the state education law; or who are incorrigible, ungovernable, or habitually disobedient and beyond the control of parents or other lawful authority. PINS behavior is not criminal. Youth charged under this status offender jurisdiction are usually described as more of a danger to themselves and having breached community standards rather than a threat to public safety.

Complaints that allege PINS patterns of truancy, ungovernability or running away are filed by parents, schools, guardians, and social agencies. The Family Court system then attempts to change or control the youth's activities via various combinations of legal intervention, supervision, service provision, and out-of-home placement.

Despite the availability of youth and family service resources, Monroe County (1980) has experienced an increase in PINS and PINS-related behavior during recent years. Larger numbers of PINS youth have entered the juvenile justice system and the court consistently orders out-of-home placements. More specifically:

- —Overall Family Court PINS petitions increased by 150.9% from 271 in 1974 to 680 in 1978, and held at 660 in 1979.
- —One petition category, truancy, rose most dramatically; a 242.6% change in the four year period. Most of the increase involved Rochester City School District petitions (over 90%).
- —PINS "ungovernability" was the second highest ranking reason for detention during 1979. Approximately 20-25% of petitioned PINS youth were remanded to detention for *short term* (a

few days to a few weeks) placements each year.
—Long term out-of-home placement is ordered by Family Court for 80-90 adjudicated PINS youth per year.

Family Court records provide a profile of the typical youth petitioned in Monroe County: 14 or 15 years of age, a city resident (75-80%), and more likely to be female if the complaint is ungovernable, male if truancy is alleged. Court records contain no information on ethnicity, but larger numbers of petitions have city neighborhood addresses that house greater populations of minority residents.

Discussion with court, probation, and detention personnel provide further descriptive detail on a core group of 200+ PINS ungovernable (and sometimes truant also) youth who reach the petition stage in the year. Many adolescents in this group display long-standing patterns of troublesome behavior in home, school, and community with evidence of family dysfunction and previous contact with human service systems and agencies (i.e., foster care, child protective services, mental health agencies) in the background. Some PINS youth are abused and neglected, others have committed minor pre-delinquent acts, and still others have undiagnosed learning disabilities. Court contact with this "hard core" segment of youth is usually precipitated by family crisis and detention is used for crisis respite and provision of structured intensive youth service not available elsewhere.

While the problems just described require specialized approaches, there is ample evidence from PINS petition disposition patterns that one-half to two-thirds of the petitioned youth and families have less severe problems and seek resolutions which could be secured through a variety of voluntary and less intense service methods.

THE PINS-PLANNING PROCESS

Beyond the above data, Monroe County (1979) was faced with another reality. The New York State Division for Youth, which is responsible for court-placed PINS and juvenile delinquents, decided that it would not serve PINS as a priority. This meant that the local community had to take responsibility for these youth. Recognizing this fact, the Rochester-Monroe County Youth Bureau, a public youth services planning, funding, coordinating department, began to convene a variety of representatives from systems that impact on PINS services: probation, social services, education, non-profit agencies. This began what was to become a two-year planning process, which was guided by the following planning assumptions:

—PINS youth are not criminals and should be served outside the juvenile justice system, to the extent possible.
—There may be a small percentage of PINS youth who may need to be served by the juvenile justice system. If this is absolutely necessary, then such services should be part of a continuum of services for youth, and not isolated from other systems and the community.
—The planning and implementing process should be open, and involve as many interested persons and groups as possible.
—Services cannot be defined or developed without a thorough understanding of *systems* and their interrelatedness within the community.
—Few new dollars will be available, so implementing recommendations must be accomplished primarily through the re-ordering of existing priorities, increasing productivity levels and encouraging cooperative support of priority services by a variety of funding agencies.
—Services should be aimed at reinforcing existing family strengths and preventing out-of-home placements.
—A theoretical rationale for services to youth is necessary in order to provide a shared understanding of prevention. Once accepted, this conceptual approach can help in the development of services in a variety of related systems.

As the PINS-related service system began to be implemented, these assumptions proved to be realistic, effective, and extremely helpful. While all were important, the one assumption that identified the development of a theoretical or conceptual rationale, became critical to the success of the planning process. It provided a framework within which the planning and implementing could happen; it was the glue which held together the whole process.

A CONCEPTUAL APPROACH TO PREVENTION

A major distinction exists between *prevention* and *remediation. Prevention* is a process which attempts to change the conditions that create problems. It aims at changing the setting rather than solely changing the individual. It tends to be community-oriented with a major focus on institutions, systems, society.

On the other hand, *remediation* aims at correcting or overcoming problems. It tends to be reactive, and deals with effects. It may also tend to encourage negative labels such as *client, delinquent, target population.* However, remediation is an important part of the continuum of services. Remediation is often the best type of service as an interim step for those who are in most need. While remedial services may be developed first, efforts must be placed on pushing back further into systems to address the causes which create the problems.

As a way of reinforcing the preventive, systems approach, a conceptual design distinguished between vertical and horizontal planning. Presently, most planning is done within separate, often closed vertical systems that discourage cooperation, coordination and collaboration.

This vertical approach also tends to encourage labeling of persons and segregating them based upon the particular system from which they seek help.

As an alternative and borrowing heavily from the Youth Bureau's experience, the concept of *horizontal* or *comprehensive planning* which cuts across a variety of systems at once was adopted as a model for the PINS services model. It was termed *cross-systems planning.*

THE PINS DIVERSION SERVICES SYSTEM

Guided by the theoretical model, the Youth Bureau convened a small steering committee of planning/funding agencies early in the planning process. This group included representatives from the county Department of Social Services, the Probation Department, and the State Division for Youth. After a period of analyzing data, charting systems and developing key contacts, the steering committee divided into four sub-committees and added a total of 35-40 additional persons from public and private youth-serving agencies, as well as representatives from key community groups. In addition, six different state agencies lent technical assistance, funding and moral support to the process. The committees examined model programs and devised workable solutions to each problem area. The result of the intensive planning effort is a four-pronged program for coordinated PINS diversion in Monroe County. The program is intended to provide a variety of voluntary service options for those youth and families who immediately have approached the petition stage and are thus at greatest risk of formal court intervention and detention. The four program elements are:

1. *Intake Services*—A specialized PINS Diversion Service Unit was created. The unit operates as a distinct section of Family Court Probation Intake and provides centralized intake services for all PINS complainants (parents, schools, agencies) and youth. The unit is geared to immediate crisis-oriented family service and retains prime responsibility for diversion service for periods up to 120 days. Close ties are maintained between the PINS Service Unit and essential PINS services (respite housing, day services, and mediation, mental health services, etc.). Staffing includes two probation officers selected for their interest, experience and skills to provide service to youth and families in crisis. Also, an advocate/screener (non-probation officer) with expertise in truancy, suspension and drop-out situations, policies and procedures within local school districts, works within the unit. In addition, another non-probation person, *preventive worker),* helps screen PINS-potential youth to determine whether they could be eligible for special services under the state Child Welfare Reform Act.
2. *Truancy Intervention*—Two-thirds of all PINS petitions have come from the Rochester City School District. In order to respond to this, the District, Youth Bureau, Probation and Social Services staff have been working to develop new procedures that will place a priority on diversion. During the 1981-1982 school year, school building-level personnel responsible for attendance will be trained in the use of community agencies, and other alternatives to petition. At the central administrative level, the PINS diversion services (respite housing, mediation, day services, etc. will be utilized as final diversion opportunities prior to petition. The advocate screener at Probation Intake (described above) will play a major role with the School District in averting petitions.
3. *Respite Housing*—Often parents file petitions because there are no alternatives for them and they do not want their child in the home. This program offers a "cooling off" period of a few weeks while trained workers intervene with the family. Presently, the program consists of two group homes and four foster care beds. This was the first program initiated in the diversion process. Since March, 1980 when it started, 74% of the youth referred to the program by Intake were not petitioned to court. The service agency is Hillside Children's Center. (A private, not for profit child care agency in Rochester, N.Y.)
4. *Day Services*—While respite housing is an important element in the diversion scheme, it is an out-of-home placement. The day services program helps the youth and the family to continue living together with intensive in-home services offered. Convalescent Hospital for Children (Rochester, N.Y.) operates the program with two youth workers who serve up to 60 PINS potential youth referred from Intake.
5. *PINS Services Coordination*—A coordinator's position was seen as essential to maintain an adequate flow of responsive, effective services to youth across the barriers of several private and public service systems that participated in the Coordinated PINS Diversion Project. Coordination tasks include: establishing communication and close collaboration between participating agencies, other youth and family service systems, and the community; collecting and analyzing data, securing funding for evaluation, and monitoring all service components; linking funders and youth service planners; executing necessary studies, planning and developing additional services as needed. The coordinator is on the staff of the Youth Bureau.
6. *PINS System Evaluation*—A carefully designed and executed evaluation of the Coordinated PINS Diversion System is critical in order to assess impacts and costs of the voluntary services approach for PINS youth and in determining the usefulness of the county's approach as a model. During 1981-82, the Center for Governmental Research in Rochester will conduct the evaluation.

EPILOGUE: THE LARGER IMPACT

While the diversion program has been developed at a local county level, a number of key State agencies have shown support for our collaborative process. These agencies include: the Division for Youth, the Council on Children and Families, the Division of Probation, the Division of Criminal Justice Services, the Division of the Budget, the Office of Mental Hygiene, and the Department of Social Services. Each of these agencies has encouraged the planning and

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Individualized Learning Center: Developmental Theories In Practice

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The Individualized Learning Center is a Division for Youth facility designed to meet the academic, social and emotional needs of learning disabled court adjudicated youth. This co-educational program, located in the mid-Hudson region of New York State serves ten boys and ten girls who range in age from 12-17 years, and who demonstrate diverse academic abilities (from the non-reader through eighth grade reading and math abilities). Modeled after the psycho-educateur approach for learning disabilities, the Individualized Learning Center (ILC) has expanded the traditional concept through the application of additional developmental theories and techniques. Accordingly, the purpose of this article is to examine how the Individualized Learning Center has expanded program offerings for youth through the utilization of moral development, ego development, self-knowledge and political development theories and techniques.

Introduction

While youngsters placed at the ILC are unique in that they bring individual circumstances, attitudes, and fears, most residents can be characterized as demonstrating a distrust of authority, an anti-social approach to society, and limited academic abilities. Moral development, ego development and self knowledge are often quite limited and political awareness is usually meaningless rhetoric with no substantial foundation. Once at ILC, the youngster is submerged into a structured environment that will promote overall development through a sequentially patterned environment. For example, the physical location of a youngster's bedroom is determined in order to promote growth. New residents are placed in a dorm area which has individual rooms where they can be closely supervised. A youngster who makes good decisions—socially accepted decisions, moves into the incentive room. This larger, more private room is designed for youngsters who make the most individual progress, not in relationship to others, but rather in comparison to themselves.

The final living arrangement at ILC is the semi-independent living apartment. These apartments are for the residents who have made substantial emotional and social growth. It is in these apartments where "real world" skills will be fine-tuned. Some components of these apartments include a paid work experience, budgeting, cooking and interdependence. Two youth live in each apartment and together they manage their household.

Moral Development

Beyond the physical plant, ILC's focus on moral development is modeled after Lawrence Kohlberg's *Just Community*. As outlined in 1972, Kohlberg structured a way to promote moral development through group discussions of moral dilemmas.

Discussions occur in the classroom, in the cottage, and in overall ILC meetings. It is our plan to meet youngsters at their moral level and to structure their life in order to promote moral growth and development. Many new residents come to ILC at level one—avoidance of punishment. The issue is not whether something is good or bad, but rather whether one is caught or not. Most of these youngsters will move to level two, and desire to be reinforced for their "good" behavior; some will make it to level three, and demonstrate positive behavior for approval (usually adult approval); few will leave ILC and reach level four, behaving in ways that will promote social order. *Regardless of original level, it is our goal to see youth progress to a higher level.* Therefore, when walking through a cottage and hearing a discussion of whether a man should steal exorbitant-priced drugs for his dying wife, one realizes that behind this discussion is the belief that students can grow morally if given the chance to face moral issues in a structured setting.

Ego Development

1. Presocial Stage—differentiating self from the world
2. Symbiotic Stage—further differentiating self from the world
3. Impulsive Stage—children's own impulses help to affirm their separate identities. The child's orientation is almost exclusively to the present rather than to the past or future.
4. Self-Protective Stage—1st step towards self control of impulses is taken when children learn to anticipate immediate, short-term goals.
5. Conformist Stage—children start to identify their own welfare with that of the group (usually family for a small child and peer group for the older child).
6. Transition from Conformist to Conscientious Stage—person has an increase in self-awareness and

the appreciation of multiple possibilities in situations.

7. Conscientious Stage—internalization of rules; person feels responsible for other people.

8. Transition from Conscientious to Autonomous Stage—heightened sense of individuality and a concern for emotional dependence.

9. Autonomous Stage—the capacity to acknowledge and cope with inner conflict, that is, conflicting needs, conflicting duties, and the conflict between needs and duties.

Within this sequence, there appears to be two categories of which court involved youth fall: *impulsive stage* and *self-protective stage.* Youngsters in the impulsive stage are likely to see trouble as located in a place rather than in a situation, much less in themselves; thus they will often run away or run home. The youngster in the self-protective stage, have learned to anticipate immediate short-term rewards and punishments, usually lives under one golden rule, *Don't get caught.* While they use rules for personal gain, this is a step forward from the external constraint necessary to contain in the impulsiveness of the previous stage.

The majority of ILC youngsters are impulsive; many aggressive. They usually conform to external rules out of a fear of punishment and act in order to obtain instant gratification; with little thought to past or future experience. When asked about motives or reasons for behaviors, there is usually little insight. Yet, most of these youngsters can be seen as moving toward the self-protective stage. Through treatment goals and program structure, youth are taught to anticipate consequences for their actions as well as short-term rewards for appropriate behavior. Home visits, special events, and eventual release from program are internalized by youngsters as the rewards they can obtain for positive behavior. As residents approach this stage they often comply with external rules as a means of obtaining the reward. However, as they occasionally fail to make appropriate choices, it is apparent that the rule of thumb remains *Don't get caught.* Through nurturance and acceptance as well as tangible rewards, the youngster eventually progresses.

Self Knowledge

Included in the treatment of learning disabled youth is the development of self-knowledge. In 1970, Weinstein identified four stages including elemental self-knowledge (descriptive accounts of a single event), situational self-knowledge (a gestalt of the single event without generalizing to other patterns in life), internal pattern self-knowledge (seeing beyond single experiences and making hypothesis about internal responses to a set of stimuli), process self-knowledge (generalizing reactions and understanding the process involved in determining the reaction).

In implementing a developmental process, ILC addresses psycho-social goals as well as cognitive goals. Staff are trained in counseling techniques that include the sequencing of activities and conditions based upon the youth's stage. For example, staff are trained to modify questions to the stage of youth development. Specifically, staff are taught that it is inappropriate to ask a youngster at a situational self-knowledge stage. *How could you have done that differently?* At a situational self-knowledge stage, the client often will not have enough insight to identify alternatives. Questions such as *What other activities give you a similar feeling?* are more likely to produce a developed and descriptive response. As such, the subsequent interaction becomes more beneficial to expand the self-knowledge of the youngster. It is critical that staff clearly understand where the youth lies within the self-knowledge development sequence, and as such, must modify activities, responses, and behavior to that level. As a result, activities and responses vary for each individual based upon individual planning and needs.

Political Development

In addition to the cognitive, moral, ego and self-knowledge development components, political development is encouraged. Toward this end, ILC has developed a sequentially designed course on the issues of racism and sexism through which youth's emotional level is prepared for the study of often painful and threatening issues. Adolescents are taught how to gain power over their lives and the social structure that affects their lives through individual and group strategies to combat racism, sexism, and all forms of oppression. Based on Paulo Freire's (1972) theory of political development, the curriculum is best described by Bailey Jackson (1975) as:

1. Passive Acceptance—acceptance and compliance with the oppressor;

2. Active Resistance—rejection of all things to do with the power structure;

3. Redirection—sense of pride and self-esteem;

4. Internalization—greater sense of personal control over needs and actions.

Before the end of the course, youth are exposed to powerful presentations; such as, *Black History: Lost, Stolen or Strayed.* By the time the movie is scheduled, ILC students are at a developmental stage in which they can move beyond anger to positive action. Although learning disabled, they are able to understand the concepts of boycott, collectives, nonviolent activism, and confrontation. They come to learn that "knowledge is power" as they discover that once they can read, they are no longer dependent on others for information, historical perspective, or "facts". In the beginning, some students are usually on level one, Passive Acceptance; more are on level two, Active Resistance. Upon completion, the large majority reach the Redirection level; a few make it to level four, Internalization. Regardless of the level of political development, however, issues are dealt with openly and honestly and meaningless rhetoric disappears. What emerges is a student whose social consciousness has been expanded.

Conclusion

The Individualized Learning Center is designed for the learning disabled, court adjudicated youth. Youth are involved in a holistic environment that is designed

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Runaway Programs: Examining Innovative Programs

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The Federal Youth Development Bureau's *Design for Youth Development Policy* (Bird, 1978), outlines the necessary conditions required for positive *youth development*. The strategy includes:

1. Involvement in satisfying, rewarding and legitimate social roles and an expectation of access to similar roles as adults;
2. A feeling of being viewed positively by other important persons (parents, teachers, friends) leading to positive self-regard; and
3. Feelings of positive commitment to family, school and the community and a feeling of having reasonable control over the present situation and future directions.

Although these strategies seem desirable for all youth, it is the challenge of youth service practitioners to incorporate them into youth service programming and planning (in ways which overcome the worn assumptions and prevention/rehabilitation fragmentation of the current youth service system). Accordingly, this article is intended to highlight how the New York State Runaway and Homeless Youth Act attempts to accomplish these goals in a limited program area.

The RHYA program was initiated because over 100,000 youth run away from home annually in New York State. Another group of youth, whose size is more difficult to estimate, become homeless each year. These youth are thrown out of their homes by angry and sometimes abusive parents or custodians. Also, a significant number of youth are released from child care or juvenile justice programs "to their own supervision". A recent Congressional report estimates that there are approximately 225,000 to 500,000 homeless youth in America. At least 20,000 youth each year find themselves homeless in New York State. It should also be noted that figures are low end estimates since "homelessness" is more prevalent in industrial and urban population centers.

Governmental Response

In 1974, the Federal Juvenile Justice and Delinquency Prevention Act (JJDPA) initiated a major program to reduce the number of institutionalized youth by creating community based alternative services. Title III of that law, the Runaway Youth Act (RYA) was established to meet the immediate needs of runaway and homeless youth by providing shelter and counseling to help reunite youth with their families, where this was possible.

Similarly, hearings on the problems of runaway and homeless youth in New York held by the Assembly Child Care Committee in 1976 and jointly by the Assembly and Senate in 1977 resulted in these findings:

1. The resources provided under the federal RYA ($600,000 at that time) were not sufficient to address the problem in New York State;
2. Conflicting federal and state laws left the legal status of runaways not clearly defined; and
3. Many traditional agencies, which should meet the service needs of runaways and their families, were unresponsive to their problems.

Based upon the consistent testimony of police officers, advocacy groups, runaway program directors, agency officials and other political office holders; both Senate and Assembly leaders were convinced that they should create a special State initiative that paralleled the federal RYA, in order to address critical problems within the State. Legislation was drafted and subsequently passed to reflect an understanding of the problems and needs of runaway and homeless youth and the youth service system in New York. The purpose of the State law was twofold; first, community-based crisis-intervention programs (which were to work with runaway and homeless youth and their families outside the juvenile justice system to attempt to resolve problems) were expanded. The second and most innovative feature of the act was to establish mechanisms to improve the coordination of local services to the target population.

Policymakers reasoned that while services needed to "alleviate the personal or family situations" leading up to a runaway incident are provided by many private and government agencies already operating in each locality, institutional barriers based in policy or practice limit the access of youth and families to these services. To address this problem, each participating county was required to draft a plan which provided for the coordination of all available county resources to meet the needs of the service population. In order to complete their plan, each county also had to designate a Runaway Youth Services Coordinator to be accountable for and assist with service coordination and improvement efforts. The

law further required that runaway programs provide individual case-advocacy services for youth and families.

In the two and a half year period since its enactment, the Division for Youth has worked with local Youth Bureaus and runaway programs to implement community-based programs which reflect the intent of the act and which can serve as modeis for innovative delinquency prevention programming. Currently, thirty-five programs provide services in eleven populous counties including New York City (in contrast to the eight programs which provided services in 1978). From a federal expenditure level of approximately $600,000 in 1978, combined Federal, State and Local programming dollars currently equal nearly $4,000,000. The network of state and federal programs serve 7,000 runaway and homeless youth each year in residential care and an equal number of youth and families outside of residential care.

Services are Targeted to "At Risk" Youth

As current theoretical perspectives point out, some youth are more likely than others to be excluded from *mainstream socialization.* Studies focusing upon runaway and homeless youth indicate patterns of damaged family and school relationships. A large percentge of runaway youth do not have a network of relations and friends to turn to for help. Some runaways do resort to delinquent behavior while away from home. The legislature recognized that runaway and homeless youth are vulnerable to exploitation by adults. At the same time, however, care has been taken not to focus program intervention solely upon the individual youth. Programs analyze the youths' problems in a situational context and undertake individual case advocacy focusing on societal barriers.

Services Do Not Negatively Label or Stigmatize Youth

The terms "runaway" or "homeless" youth are, of course labels. The term "runaway" however, is one that youth find acceptable and which gives them some control and responsibility. These terms do not imply blame or guilt. Programs further minimize the potential for negative labeling by focusing upon meeting immediate and concrete needs. Accepting the youth's definition of a problem reduces alienation.

Services Permit the Youth to Maintain and Exercise Personal Control

Prior to the passage of the RHYA, policy unequivocally reinforced a parent's or custodian's right to absolute control over a minor except where maltreatment was proven or custody was voluntarily surrendered to the State. The Runaway and Homeless Youth Act, however, recognized the legal dividing line which separates adults from children automatically at age 18, does not conform to the realities of adolescent development and contemporary family life.

The Act guarantees runaway youth the right to service without absolute parental veto. The rights granted to runaway and homeless youth are limited and in this way, the law recognizes the ultimate responsibility of parents for their children. But the law recognizes that youth, especially runaways, need to be responded to as youth who have reached the age where a measure of personal control and responsibility is appropriate. Runaway programs reflect this policy and encourage youth to take responsibility for their actions, actively involving them in problem solving and developing a case plan.

Programs are Community-Based Emphasizing Service Coordination

Current delinquency causation theories point out that youth must feel part of major institutions which affect their lives if alienation is to be avoided or reduced. Positive socialization occurs in the community, and hence, there has been a major emphasis in recent practice upon utilizing, strenghtening, or developing community-based organizations to provide services to youth. Runaway programs fall within this general category in that they give high priority to develop relationships with other agencies that provide services they cannot. However, program staff recognize that focus upon individual treatment by a community-based agency does not always produce automatic results. Thus, the development of linkage efforts to foster cooperative interaction and emphasis on youth advocacy overcomes the dangers of focusing exclusively upon individual treatment.

Finally, the RYA program provides for a method to address institutional service barriers on the individual program level through youth advocacy and on the local and state level through the planning process and the office of Runaway Youth Service Coordinator.

Coordinating Services for Youth and Families: Conclusions

The implementation of selective organizational changes aimed at reducing barriers to services and opportunities has been the most challenging feature of the RHYA program. Primary implementation tools have included: a creation and elaboration in the role of the runaway youth service coordinator in each participating county; specific and detailed planning guidelines for first, second and third year plans; and the involvement of experienced runaway programs, additional agencies, advocates and alliances via the development of runaway and homeless youth service plans. Counties which have supported and complied with these elements have begun to create institutional and organizational improvements which enhance services to runaway and homeless youth and their families.

Concurrently, runaway programs at the local level have demonstrated their ability to build coalitions and alliances among a variety of public and private agencies to assure that basic services are accessible, and identified needs are clearly met. Based upon these efforts, it is clear that the commitment to service coordination and improvement by local government executives, advocates and service providers requires manpower and resources which are not always avail-

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Higher Horizons: Adventure and Challenge

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Higher Horizons is an especially trained staff and equipment resource that has brought adventure programming to the Division for Youth since 1971. Based on the philosophy and education of the Outward Bound Schools, the program utilizes challenging experiences, activities and opportunities as a means of youth rehabilitation. The purpose of this article is to summarize the philosophy and program components of the Higher Horizons program as it is utilized to work with delinquent youth.

Since the early 1970's, Higher Horizons has proven to be a successful treatment intervention for DFY youth in a variety of circumstances. Initially funded by Title I ESEA and now state funded, the Higher Horizons program has been used successfully with boys and girls, youth from DFY non-community based facilities, community-based facilities and aftercare as both a diversion effort and early release effort. Consisting of two primary program components, Higher Horizon courses are characterized by a) the intentional use of stress; b) a high level of physical activity; c) environmental contrast; d) 24-hour a day programming; e) a small group context, and f) the immediate utilization of newly acquired skills.

The Release/Diversionary Program is designed to take youth who have completed a significant portion of their stay at DFY facilities, and remove these youth from the facilities in order to allow them to undertake an extended wilderness experience. The purpose of this effort is to focus their DFY stay in an intensive manner and to prepare them for immediate return to the community. In cases where Higher Horizons and facility staff judge these efforts to be successful, youth are often released from the facility upon completion of their 28 day Higher Horizon effort. Additionally, in special circumstances adjudicated community youth may avoid institutional placement through positive participation in a 27 day course.

Following referral to the Higher Horizon program by Youth Service Teams or Facilities, youth participate in an initial 3-day orientation of wilderness challenges. While the exact content of the Higher Horizons courses are varied in accord with the purpose of each individual group, each course in general includes basic outdoor skills training, training expeditions, rock climbing and rapell, rescue training, community service project, a 3-day solo, a marathon and a final expedition. The sequence of exercises is planned with the aim of revealing to these students that as individuals and as a group they have abilities and characteristics that they had not dreamed they held. Experiences have been designed to introduce stress on an incremental basis beginning with short field trips and elementary skill instruction. The final 27-day trip culminates with a 6-day expedition where the group navigates semi-autonomously of staff. Activities such as canoeing, rock climbing, caving, snow shoeing, skiing and soloing are vehicles for overcoming individual limitations. Each activity is broken into specific components and evaluated for attributes that may be gained. For example, rock climbing is an exercise in self-confidence as it also provides an opportunity to develop trust among participants. Further, canoeing requires team work; inasmuch as it takes two communicating individuals to propel the craft forward.

Throughout the entire program, individual growth and group cohesion are promoted through overcoming obstacles and consequential situations. Problems are resolved only through individual initiative and group cooperation. Experiences are designed to promote dynamic relationships between the individual and the environment, the individual and his peers and to create in the individual, a dissonance causing him to assess his/her behavior. Although daily counseling sessions are held, the critical ingredient of this program is intense interaction, mastery of skills and goal attainment.

In addition to the release diversion program, the Project Center serves as an umbrella for facility trips, experimentation and innovation. Facility courses vary in design and duration and are based upon clearly identified, facility program goals that require intense intervention, remediation or direction. The length of a Higher Horizons project center activity may vary from a single day to two weeks. For example, a newly formed counseling group may participate in Higher Horizons experiences to speed group cohesion; the result of bonding that occurs when intense experiences are shared. Also, an established group, that is experiencing limited interaction, may use a Higher Horizons course to disrupt static patterns. Regardless of the activity, or the group of participating youngsters, Higher Horizons programming has been credited for improving program performance, group cohesion, and skills attainment based upon defined activities and projected results. In summary, Project Center activities are designed to meet individual facility treatment goals and needs

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Youth Services In New York State In The 1980's

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In planning for a trip of some considerable duration, a traveler might review his wardrobe and carefully select only those items which he will need or which will best serve him on his journey. Depending on how difficult the trip will be, perhaps measured in how often and how far he would have to carry his own luggage, the traveler would pack or reject each item after subjecting it to careful scrutiny. Items which had been purchased with great hope but which had never proven to be useful or durable would be by-passed while items that have proven useful and which the traveler knows can be adapted to meet changing needs would be chosen. Some new items might even be purchased for the trip in anticipation of meeting new needs. Choices would have to be made. Some would be easy, some would be difficult. While the choices might be difficult ones, the traveler knows that the time taken now to choose wisely both to take those items which will be needed as well as to avoid encumbering himself with unnecessary or lower priority items which will be of less value will pay off in a more successful trip.

As we look ahead into the 1980's and try to project what this period will be like for child welfare and youth services in New York State, we find ourselves in many ways in the same position as the traveler. In our case, the choices to be made represent programs and treatment approaches; the choices are exceedingly difficult, and the success of our journey is a matter of extreme importance to a large number of children and their families in this state.

What will the 1980's be like for child welfare and youth services in New York State? The answer I would propose is a complex one. It is of necessity interwoven with our recent experience of legislation and program development as impacted by current demographic and economic trends. There is, quite frankly, a lot of bad news. There are, I believe, some hopeful signs and some areas which we need to strengthen and build on as we move forward.

BACKGROUND

As we stand at the beginning of 1982 and try to look into the future the recent past forms an important basis for any projections concerning what we will encounter in the future. In particular I believe that recent legislation, demographic and economic factors are of extreme importance.

The 1960's appear, at least in retrospect, to have been a decade of innovation which saw an explosion of legislation and funding aimed at ameliorating a range of domestic problems. Perhaps predictably, this was followed by a decade which will be remembered most clearly for its increased focus on accountability as well as finetuning and further development of basic legislation.

Legislative action at both the federal and state levels during the 1970's provides a very firm and positive basis for a host of child welfare services in the 1980's. At the federal level, passage of Title XX of the Social Security Act in the early 1970's, the Education for All Handicapped Children Act of 1975 (P.L. 94-142), and finally as the 1980's began, the passage of the Adoption Assistance and Child Welfare Act (P.L. 96-272) put in place the basic federal commitments in the area of child welfare and youth services.

New York State's key legislation during this same time included the Child Protective Services Act of 1973, the Juvenile Justice Act of 1978, and the Child Welfare Reform Act of 1979. Taken together, as reflections of public policy toward various interrelated aspects of youth services, these laws represent sharp (or sometimes renewed) efforts to resolve one or another of the variety of youth related problems which we face.

While an analysis of the impact of the effectiveness of each of these, and of their totality, is certainly beyond the scope of this paper, it is pertinent to note that together they form a mosaic of legislative intent and actual practice and, potentially, provide a framework for action in the mid and late 1980's. In most instances, I believe that this framework is a positive one.

DEMOGRAPHICS

A review of the demographic trends in New York State is not an encouraging one. New York's population will increasingly consist of *service needy* individuals as opposed to *service paying* individuals. The outward migration from New York in the 1970's was in large measure composed of young adults and their children who were, on the whole, better educated and higher salaried than those whom they left behind. The proportion of elderly and dependent children in New York is growing as an overall percentage of our

population, even as the overall population itself declines. Further, increasing amounts of the public social services budget are taken up with Medicaid funding which in turn is increasingly dominated by the medical costs for the aged. This trend is going to continue and will inevitably result in relatively fewer dollars available for child welfare and youth services in New York State.

FUNDING

The Reagan administration intentions for funding of social services programs are now painfully clear. Not only will there be fewer dollars available in total for social services programs, but these dollars will be increasingly allocated, not on the basis of relative need, but on the basis of relative population. Thus, New York State stands to lose considerably more social service dollars than its share of the funding reductions alone warrants. Indeed, President Reagan has recently called for the unemployed to "vote with their feet"; an open invitation for the employable to move to those areas of the country where jobs are more plentiful, i.e., the Sunbelt. To the extent that this represents not only the best hope for these individuals to work, but also federal policy in terms of domestic needs, the prospects for New York are indeed gloomy. In other words, it is now federal policy for work eligible individuals to move out of the northeast while at the same time placing relatively more of the social services burden for the aged and young dependents on a smaller and smaller working population in this part of the country. It is clear that the overall fiscal climate in this state is such that it is not possible for the state to step in and replace on a dollar-for-dollar basis the reduced federal funding in social services.

In order to provide a more complete picture of just how serious these federal funding reductions are, a further consideration is important. The first impact of these reductions on child welfare programs will most likely occur as a result of a specific reduction in Title XX funding. The cut in New York State of almost 25% is being very sorely felt already. However, the longer term consequences of basic reductions in such family support programs as AFDC, food stamps and employment programs will place families under more pressures, that result in even greater service needs even as additional direct reductions in Title XX, child welfare and adoption, are contemplated. These basic reductions in life support and job programs will serve to undercut the strength of the family even further. It is indeed ironic that an administration which presents itself as supportive of families has chosen to target family support oriented programs for its drastic budget reductions. Whatever the economic merits of the trickle down theory of tax cuts may be, it is clear that the trickle down theory of social programs—where a better economic climate is supposed to result in more stable families—will fail. While families at the top of the economic pyramid may be financially healthier, the result will be rapidly deteriorating family stability at the other end of the economic scale. While the consequences of this phenomenon will be many, virtually all observers predict increases in child abuse and neglect, domestic violence, and other related indicators as the unemployment lines grow and as the pressure on families to simply survive escalates.

THE FUTURE

Unlike the crystal ball gazer who might have written this article ten or fifteen years ago and predicted a series of programs and additional funding streams to resolve emerging problems; that is clearly not the future which we now face. Rather, we have identified and recognized a number of problems which have been fairly well articulated and identified—problems of child abuse (including increasing focus on the problems of sexual abuse) and domestic violence, the needs of the learning disabled and emotionally disturbed, and the need to allow developmentally disabled individuals to function in the community with appropriate supports. Taking as a basis the relatively positive legislative framework outlined above, tempered with the demographic changes New York is facing as well as the impact of the economic and federal policy changes eminating from Washington, the picture for the future is cloudy at best. Indeed those clouds, over the past year, have turned increasingly grey.

There are, however, some positive aspects in some of our recent experiences which I believe can be brought to bear more forcefully in the coming years. Any projection of what we will be able to do in child welfare and youth services is best conditioned on our ability to profit from some of our recent experiences. I believe there are four areas which merit particular attention and which may hold the key to surviving, and perhaps even prospering, in the human service environment in the 1980's.

1. *Planning*—After the potpourri of new federal programs created in the late 1960's communities suddenly found themselves awash in a sea of acronyms with a seemingly endless list of projects and programs to be funded, but with the growing realization that there were only limited public dollars with which to fund them. In response there arose an increased call for local and regional planning. Many of the legislative initiatives of the 1970's noted above include substantial planning requirements. The initial efforts were, in many cases, difficult and administratively burdensome. While it is clear that government at all levels needs to learn more about what can realistically be accomplished through planning efforts (and the costs of these planning exercises), it is nevertheless equally clear that there are very real dividends to be realized here. What we need are service providers, government officials, and public agencies working together on a planned basis to anticipate, discuss, and plan for the service needs of their areas as well as developing an integrated approach to funding these. While we can argue about the forms, discuss the merits of the various needs assessment techniques, and debate with each other about who should fund what, the fact is clear that the coordination which grew out of many of these local planning

efforts is the key ingredient in our ability to address the child welfare and youth service needs which we now face.

There is no room in the current environment for programs to overlap and compete with each other. Our various systems must learn to work together to maximize the effectiveness of all their programs and to support each other where appropriate. The relationship between preventive and service oriented problems and programs and the problems and resources in local schools is both clear (at least to this observer) and a matter of importance to all of us. It is vitally important that we work with, and not fight with, each other and attempt to meet the needs of children and families whom we purport to serve. There is simply no room for defending turf or arguing along bureaucratic lines. The losers in the short term will certainly be those agencies which cannot cooperate with their brethern and, in very much more real and human terms, the loss will be for our mutual clients.

2. *Least Restrictive Setting*—If after all the needs assessments were done and if after all the specialized populations: child protective, educationally handicapped, developmentally disabled, juvenile delinquent, were identified; the fact was clear that what we needed were substantially more expensive residential settings to address this host of problems then the prospects before us would be so entirely dim as to be not worth addressing further. As noted above, the economic, demographic and funding realities we face virtually insure that there will be less and not more relative funding in the future. However, work done in every sector of child welfare and family support services has lead to the conclusion by virtually all professionals, that the use of least restrictive settings to address a wide variety of problems is preferable to the vastly more expensive residential placements. Whether the issue is educating the handicapped child in his own school or preventing placement of a child in foster care through the provision of family support services or diverting a PINS from the court system through a structured counseling and recreation program; in virtually every case the professional communities are clear that where possible children should be retained in their own homes and that families should be worked with in this environment.

Despite these findings, there remain too many children in foster care, too many children in residential schools, too many children in schools for the retarded. As we work to develop appropriate diversion or preventive programs and to keep these in place in our communities, the considerable costs of residential services can be eliminated and converted to less costly and, hopefully, more effective community based settings.

3. *Specialized Residential Settings*—The above discussion notwithstanding, it is also clear that there are some children in our society who can only benefit from services available in residential settings. In many of these cases, the funding currently available is not sufficient to meet the needs which these children bring. In these cases we must all be willing to bear increased costs for *some* of the more specialized programs if we are to successfully work with these extremely needy and, in many cases, multiply handicapped children. It is a mistake to read every rise in a per diem rate as negative and to strive only to hold down these rates. Instead we need to be looking at the overall costs of providing services to these children and their families and the benefits to be derived by society through the successful amelioration of these problems as quickly as possible. Where residential settings are necessary they should be adequately funded but should be targeted toward returning the child home with necessary supportive services as quickly as possible.

4. *Accountability*—As the money squeeze is applied, it becomes too easy to say that we must cut back on administrative requirements and terminate the new accountability efforts which have been initiated in the last several years in order to provide more direct time with clients. I believe that this is in many cases a false issue and a short sighted one. There are, no doubt, areas where administrative and accountability requirements result in duplicative and burdensome paperwork. These must be identified and eliminated immediately. However, professionally distasteful as it may be, we must recognize that there are areas where the appropriate recording and documentation of service needs as well as the services provided have simply not taken place. Further, we do not have systems which allow us to assure the public (which supports us) that their dollars are being well spent and that the clients entrusted to our care—be they in public or private settings—are being well served.

We must be prepared to defend these programs against the other demands which the public will make for them in areas ranging from national defense to mass transit to industrial development. This, in turn, is only possible if we develop and use appropriately the series of tools designed to insure this accountability. Rather than fight these requirements we might look to incorporate them into our current processes and procedures, to streamline and replace those as necessary, and finally to review all of these on a regular basis to determine where our own agencies (again private as well as public) are needlessly complicating an already complicated situation. These system accountability consolidation efforts can be healthy and positive for us at all levels—provider, local public, and state agency.

SPECIFIC ACTIONS

I have attempted to address what I believe to be the framework in which we face the next several years, as well as outline some of those factors which I believe offer us the most hope for meeting these new challenges. However, beyond exploring these and maximizing their usefulness to the utmost, I believe there are several specific avenues which should be explored in order to improve the availability of services to our clients.

First, we need to become more careful consumers

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Point—Counter Point

The Young Juvenile Offender: Institutional VS. Community-Based Setting

On July 26, 1976, the New York State Legislature enacted the Juvenile Justice Reform Act (Chapter 878 of the Laws of 1976 which amended the Family Court Act, the Executive Law, the Educational Law and Mental Hygiene Laws.) creating "designated felony acts" for which youth under the age of 16 years could be placed for three or five years with the State Division for Youth. In 1978, the Legislature enacted the Juvenile Offender Act (Chapter 481 of the Laws of 1978) in response to an increased trend of violent crimes among juveniles and heightened by several notorious incidents. For the first time, this legislation brought certain 13, 14, and 15 year olds under the jurisdiction of the adult criminal court process. Specifically, youths 13, 14 and 15 years old, alleged to have committed murder second degree, and youths 14 or 15 years old alleged to have committed certain serious and violent felonies are now subject to arrest, arraignment and trial procedures formerly applied only to adults. Further, the JO legislation required convicted youths to serve their entire sentence within a DFY secure residential center and provided a provision for transfer to the State Department of Correctional Services.

As a result of the Juvenile Justice Reform Act and the enactment of Juvenile Offender legislation, there has been an ongoing debate with respect to the most effective method of providing rehabilitative programming for these youths. Accordingly, two proponents articulate arguments associated with institutional secure placement vs. a community-based setting for the violent juvenile offender.

A Case For Institutionalization Of The Young Offender

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On the surface, the enactment of the Juvenile Offender Statute appears to reflect a socially calloused and punitive trend: placing youth, under age 16, at the disposal of the adult court system. Upon careful examination, however, and as with many social remedies, it must be emphasized that the action of the NYS Legislature in creating the J.O. statute represents a balance between varied and competing interests, demands, and needs. In this case, the balance reflects concern for the growing number of violent crimes, the need to remove such youth from

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A Case For Community Based Services For The Juvenile Offender

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A popular debate in the field of juvenile justice focuses on whether rehabilitative treatment can be offered Juvenile Offenders successfully within institutional settings which are not community-based. An example of this debate exists within the State of New York, where a tough Juvenile Offender law was recently implemented. The New York State legislation mandates the placement of convicted Juvenile Offenders within secure residential facilities. However, the legislation does not address the issues of the size, settings, or operation of those facilities. This

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the community for extended time periods, and the recognition that adolescents cannot be warehoused but require effective program components designed to meet developmental and personal needs and deficits.

First and foremost, it must be emphasized that the number of youth convicted under the juvenile offender law and subsequently placed within the NYS Division for Youth secure center does not represent a drastic reversal of community-based trends. In terms of the nature of this delinquent group, the Division of Criminal Justice Services (DCJS) in their report on Juvenile Offenders in NYS (March 31, 1981) indicated that more than 90% of the youth charged with offenses covered by the Juvenile Offender Statute have not been sentenced to a term of incarceration. Rather, dispositions in such cases have ranged from outright dismissal to acquittal, with transfer to family court and sentences of probation falling in between. Since the enactment of the Statute in the summer of 1978, a total of 426 Juvenile Offenders have been admitted to Division for Youth secure facilities; and represents a fraction of the more than 4,000 youth arrested for such serious crimes throughout the State. As contained within the DCJS report:

- 44% of the Juvenile Offenders arraigned (for the period September 1, 1978-June 30, 1981) were removed to the family court;
- 45% of the youth indicted under the Juvenile Offender Statute were dismissed; and
- Out of 907 final dispositions, 256 youths were sentenced to the DFY with the remainder either removed to family court, dismissed/acquitted, or placed on probation.

Thus, it must be emphasized that of those arrested for J.O. offenses during the above period, fewer than 25% ever reached an adult court dispositional hearing and those admitted to DFY secure centers constituted only a small fraction of this population. In effect then, more than 90% of these youths were either granted family court dispositions, which tend to be less severe and often involve community-based programs, or released to the community outright.

Of the 322 J.O.s currently within DFY secure facilities, 51 have been sentenced on multiple charges; 49 have been sentenced for a death-related offense (22 for murder, 2nd degree and 27 for manslaughter, 1st degree); 34 have been sentenced for rape or sodomy, 1st degree; 205 have been sentenced for robbery, 1st degree or 2nd degree; 14 have been sentenced for assault, 1st degree; 3 have been sentenced for arson, 2nd degree; and 17 have been sentenced for burglary, 1st degree or 2nd degree. While these statistics depict the kind of violence and offenses for which secure center placement was required, they do not reflect the often extensive family court contacts which many of the youths have had. Furthermore, 50% of the sentences of those Juvenile Offenders currently in Division for Youth secure centers have a maximum of 4 years and a projected post-

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failure has led to a plethora of new facilities operated by the New York State Division for Youth. These facilities are 60 or more beds, and many exist in remote areas, inaccessible to community resources. While these programs, in general, are of excellent quality and administration, there continues to exist a series of compelling arguments which support the need to provide all programs for such youths in community-based environments, rather than within the confines of large community-isolated settings. Accordingly, the purpose of this article is to summarize those arguments.

First, the concept of community-based programs is a concept often misunderstood and linked in the minds of traditional practitioners to programs without adequate structure, supervision, or controls. The words "community-based", refers to the nature of linkages between programs and the community. That is, extent and quality of relationships between program staff, program residents, and the community in which the program is located. In addition, in situations where program clients come from outside the local community, the relationship needs to be considered between the program and the community from which the youth is from, or to which he/she is to return. The nature of these relationships provides the basis for the establishment of a continuum of services ranging from the least to the most community-based. As the number and intensity of contacts between the community and the program increases, the program becomes more community-based. Thus, there exist situations where a locked, secured facility may be described as community-based, and a group home located within a bustling metropolis as non-community-based.

As contained within the Juvenile Offender Law of 1978, in New York State, Juvenile Offenders are to be provided with programs and services in response to youth deficiencies, and environmental factors that impact upon deviant behaviors. Yet there exists a significant body of research (Kroft, Stevenson, Granger, 1976, Sechel, 1967, and Jesner, 1971 and 1972) that institutional placements do not contribute successfully to rehabilitation, and that it does not ultimately prevent recidivism. In addition, there is particularly powerful evidence by juvenile justice practitioners that institutionalization in non-community-based programs is often counter-productive in achieving the rehabilitation of offenders. The very nature of programs available within isolated institutional settings often interact to reduce the potential for reality-based, meaningful changes for those residing in those settings. The rationale underlying institutionalization in non-community-based settings as a strategy for crime-control is that incarceration protects the larger society by locking the offender away from the larger community for a period of time. The diminution of opportunities for reality-based interactions, and the incapacitation of the youths from contact with the community often serves to ultimately reinforce the attitudes and behaviors which resulted in the institutionalization of the

A Case For Community

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youth in the first place. If the reduction of the juvenile offender's potential for change can be attributed in part to his institutionalization, then what environments can we propose to enhance the rehabilitative process for youths in a positive direction? It is my view that programs which are highly structured and designed to consciously utilize the resources of the community would enhance the treatment and rehabilitation of juvenile offenders. To think that all offenders can be handled in the same kind of "open" community setting is not the naive assumption of this paper, but that the provision of a secure setting while maximizing community contacts, either by allowing the resident youths to leave the setting under close supervision, or by permitting community groups and resources entry to the setting, would enhance the often stated goals of offender rehabilitation. Their goals are more easily achieved in community-based settings through the following assumptions: first, programs are designed within community-based settings, and while not necessarily more humane, do provide on a consistent basis opportunities for staff and residents to gain input and feedback from those outside of the system which allow for individual and systemic corrections, and result in the maintenance of a more humane environment. An unfortunate aspect of institutionalization has been the maintenance of limited communications, isolated from the external environment, which does not generate sufficient feedback to maintain standards consistent with those expected outside of the institutional setting. The maintenance of a community-based contact then provides greater assurance that treatment is provided within the context of the restraints inherent within legal and human prescriptions.

The removal of youths from community-based settings and contact into the formal institutional justice system often results in increased difficulties for the youth to successfully retrieve and return to his natural community. Maintenance of community relationships and programming within a community-based context often reduces the penetration of the youth, and, in some instances, the staff from the isolation inherent to non-community-based institutions. Providing services for individuals in localized community settings minimizes the need for the youth to make commitments to and respond to an unstructured environment, in order to successfully complete a rehabilitation program. Many of us in this field are aware of the youth who leaves an institution having been described as a "model of rehabilitation", only to hear that soon after release the youth quickly becomes involved in criminal behavior.

Maintenance of community-based programs may be described as having superior advantages over institutional, non-community-based settings when they respond to the two strategies necessary to achieve the overall objectives for deterring illegal behavior of the Juvenile Offenders: rehabilitation and reintegration. The other two strategies, punishment and carceration, may be more efficiently provided in institutional settings. However, community-based settings can provide features of each if required to achieve deterrence of illegal and anti-social behaviors.

Rehabilitation assumes that something is wrong with the individual offender which must be corrected. In order to address the individual problems of the youth which resulted in his behavior, the opportunity to observe and accurately identify the behaviors in order to select the best intervention strategy is crucial. Within institutional settings, the observation of the youth most likely occurs when the youth attempts to accommodate to the institutional environment which he was forced into. Community-based settings increase the potential and opportunities to observe and identify the youths' problems through their interaction with a more natural community of people, both his own and that within the community setting in which the program is located. Thus, it allows for a more precise matching of the treatment strategy to the problem. The reintegration model used to design and define juvenile justice intervention focuses their attention on the individual and his interaction with his environment. This model assumes that the Juvenile Offender's lifestyle results from situational factors in the youth's larger community. It is believed that in order to deter the youth from continued criminal behavior, the youth must be supported in coping with the realities of his environment. Placement in an institutional setting results in the increased alienation and estrangement of the youth from the environment to which he will some day return. In this way, institutional settings fail to be a positive factor in order to reintegrate the youth to his community. A community-based program allows for the wider use of community resources, that is: employment, cultural activities, recreation, etc., which could ultimately provide the necessary link for the youth to discover a legitimate role in the community, and prevent further delinquency.

Finally, community-based programs often provide the only avenue among the various correctional strategies, where advocacy as an instrument in the correctional process could be implemented. When it is not possible to link the youth with resources which may be non-existent, then actions must be generated to make the resources available. Advocacy from the institutional, non-community-based context is often an impossibility: therefore, reducing the opportunities to develop solutions for the youth's problems. In community-based settings, the program, staff, or clients, in concert with the community, could mobilize, inform, educate, or pressure for a particular resource or position on behalf of the services to the offender.

While there are many studies that suggest that rehabilitative efforts in any setting have not been successful as we would wish in regard to recidivism,

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When Simulation Becomes The Reality

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New York, N.Y.

There are times when we able-bodied teachers, in the course of a training session, enter into a simulation activity of a disability. These "sensitizing" sessions provide us with a mock experience of what it is like to be disabled. Materials such as ear plugs for simulating hearing impaired; darkened, smudged or blackened eye-glasses for visually impaired; confinement to a wheel-chair, use of crutches, braces, immobilization of an arm or leg for impaired motor functioning; and various forms of writing exercises for impaired fine motor coordination—are some of the props commonly used. Generally, these activities last no more than five-to-ten minutes—just enough time to give us a "taste" of the disability. When the exercise is over, we discuss our feelings, probe our own responses to the situation in order to try to gain an understanding of the problems faced by persons who have disabling conditions. Granted, these sessions are extremely useful for fostering positive attitudes and for gaining more understanding of a disability, but they can, in no way, equal the real thing.

Unfortunately, or fortunately, (in special education, every experience is grist for the mill) I found myself recently in a position of truly experiencing the real thing. My bicycle skidded on wet leaves and spilled me unceremoniously onto the macadam. X-rays revealed a fractured clavicle—not a serious injury, but in terms of certain kinds of movement and efficiency, an incapacitating one. My right arm was strapped to my body for two weeks. Although I could move my hand, the radius of activity extended no more than six inches. During the time I was in the body bandage, I experienced a number of problems that could be directly related to special education.

Basically, there were two areas of disability that emerged. Since I was right-handed, the use of my left hand for fine motor activities thrust me into the learning disabilities category. The inability to use my right arm compromised my gross motor activities and physical coordination efforts.

Some of the areas where I experienced the greatest difficulties were in the common day-to-day transmittal of written messages. My first attempts to write resembled Johnny's efforts when first confronted with a paper and pencil. One letter covered half a page and was just barely legible. A week's practice resulted in reducing the size of the letters, although the legibility did not increase correspondingly. At home, the simple act of getting food into my mouth was an awkward and uncoordinated effort. I became so frustrated by the end of the meal that I usually resorted to eating with my fingers. Buttoning, zipping, combing my hair, brushing my teeth took considerable time and effort. Often I had to call for help. I began to feel more and more like the distressed disabled pre-schooler standing in the middle of a room waiting for someone to come to the rescue.

Physical coordination of more than one activity created a number of problems. The simple act of listening on the phone and simultaneously writing down a message was impossible. I could open a file draw and remove a file, but not replace the file. I could not carry, as was my wont, large batches of materials from office to office, nor could I easily place papers in teachers' mailboxes. At home, the obstacles expanded. Cooking presented the greatest challenges. I could not maneuver heavy items in and out of the refrigerator, stove or sink. Even the simple act of cutting with a knife, whether dicing vegetables or cutting my meat at the table, became a formidable task. How often I had watched the awkward cutting gesture of an LD child and impatiently urged the child to work more quickly.

However, there was a positive correlate to all the frustration I was experiencing. My problem-solving ability increased in proportion to my disability. I found that if I thought through all the steps of an activity (task analysis) before I undertook the activity, I had less trouble reaching my goal. Within a short period of time following the accident, I found that I was planning my day on a step-by-step process. To do this, I found it necessary to develop a number of adaptations.

The first step in the adaptation process was that of examining the problem. Since I could not hold the phone and write down a message at the same time, I needed to adapt the phone. Easily done. A shoulder rest solved that problem. I then found that I could arrange the paper so that it fell within my six-inch radius, thus allowing me to write with my right hand. Carrying objects became possible through using my body as a brace. At home I attempted some of my more exotic cooking activities by placing the bowls on a lower shelf where I could get better leverage. In this way I was able to mix dough for bread and then kneed it with my left hand. The usual method of chopping chickens livers with a rounded chopper gave way to a heavy straight-edged cleaver, a system far superior to the old one. This combination of finding the right tools, height and sequence

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Professional News

Dr. Benita A. Blachman (248) would like to annouce a new program of graduate study in learning disabilities at Syracuse University. The program of 36-credit hours leads to the degree of Master of Science. For additional information contact Dr. Blachman at Syracuse University, Division of Special Education and Rehabilitation, 805 S. Crouse Avenue, Syracuse, New York 13210.

Dr. Estelle C. Schneider (45), recently appointed Director of Project R I S E, a program of remedial education for entering college students, presented a NYS Council for Learning Disabilities regional workshop at C.W. Post College of Long Island University, Greenvale Campus, November 19, 1981. Dr. Schneider presented the findings of her recent doctoral dissertation concerning learning disabilities and reading comprehension.

The Department of Special Education at Teachers College, Columbia University has been awarded a training grant by the Office of Special Education and Rehabilitation Services to develop a teacher education program in Adolescent Autism. Training grants will be available for full-time study. For additional information, contact Project Coordinator, Professor Abraham J. Tannenbaum (248), Dept. of Special Education, Teachers College, 525 W. 120th St., New York City, N.Y. 10027.

The Syracuse Developmental Center in Syracuse, New York, will be the site of a two-day conference on TECHNOLOGY FOR INDIVIDUALS WITH DISABILITIES April 30-May 1, 1982. The workshop is being sponsored by the Schneier Communication Unit of the Syracuse Cerebral Palsy Center in cooperation with the Pediatric Department of Upstate Medical Center. Additional information and/or registration forms can be obtained by writing to: Marcia Livent, Project Assistant/Schneier Communication Unit, Cerebral Palsy Center, 1603 Court St., Syracuse, N.Y. 13208.

The Marriot Inn (Adjacent to SUNY at Buffalo, Amherst Campus, Buffalo, N.Y.) will be the site of the Ninth Annual Conference of the Research Council for Diagnostic and Prescriptive Mathematics—April 18-20, 1982. The workshop is co-sponsored with the Department of Elementary & Remedial Education, SUNYAB and Bureau of Mathematics Education, NYSED.

Additional information and/or registration forms can be obtained from the conference chairman Prof. Leroy G. Callahan, RCDPM Conference Registration, 375 Baldy Hall, SUNY at Buffalo, Amherst, New York 14260, (716) 636-2455.

I appreciate the opportunity to introduce myself to you as the new *Assistant Editor for Professional News.* Over the years I have found it difficult to bear the burden of a three-letter first name, JED. In an effort to elongate what my parents chose not to, I added my middle initial P (for Peter). On various mailings, I have seen any and all of the following combinations, Jeddemiah Luchow, Jeddediah Luchow, Jed Pluchow, Jedly Chow and, finally, Dr. Lou Chow. However, our editor, Herb Foster, has done for me in one stroke of the pen what my parents were unable to do—provide me with the four-letter name, FRED (see Fall 1981, *The Forum).* Regardless of what you call me, I am actively seeking information about the work, accomplishments and otherwise (ir)relevant gossip concerning colleagues in New York State CEC. Thanks for your support.

Region II Ramblings

Elizabeth Teahan

On Sunday, December 13th, 1981 Chapter #742 Commemorated the International Year of Disabled Persons by celebrating the construction of a ramp at Public School 85 in the Bronx: A victory for an exceptional group of children.

"This is the beginning of the return of the orthopedically handicapped children to the Special Unit at 85. It was a long tough fight," said Mrs. Helaine Atlas, Chairperson of the Educational Policies Committee of Community School Board of District 10 in the Bronx. She said further, "We are all proud of the position that C.E.C. has taken in this case in defense of PL 94-142 in placing children in their least restrictive environment. The ramp is being built. It will take about a year and a half to complete, and make the school barrier free. We hope that the ramp and elevator can be completed even sooner."

The party, which was also a Christmas party for the children was held at the Knights of Columbus Hall, special dishes were prepared by the parents and the price of admission was a toy for an exceptional child.

New York State Senators John E. Flynn (Republican) and Abraham Bernstein (Democrat) both of whom work diligently for the handicapped, and were particularily active in relation to this local matter attended the party.

His Eminence Cardinal Terence Cooke noted for his work in helping the Handicapped was unable to attend, but sent a telegram in support of the event.

Several other organizations holding functions at the Knights of Columbus Hall on that day asked to become involved in helping three children, including the Ancient Order of Hibernians.

Adolescent Youth

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partment of Labor, it is projected that from 1974 to 1985 there will be a 6% decrease in the number of people employed in goods related industries. During the same period, service related employment will continue to increase and by 1985 will account for 75% of all jobs in New York State. Further, the historical loss of jobs and current prospects raise serious public policy question. Specifically:

1) between 1970-75, NYS lost over 300,000 jobs—almost all in the manufacturing sector;

2) between 1973-1978, jobs in the private sector decreased by approximately 210,000;

3) Reagan economics, the federal focus on southern industrial development and runaway inflation indicates that New York City will lose an additional 310,000 jobs over the next decade; and

4) the decline in manufacturing jobs which traditionally were available to high school dropouts, further constricts the already limited job opportunities for these and all youth.

As manufacturing becomes less important, jobs in the secondary labor force—which are defined by their low skills, low wages, high turnover rates, and high sensitivity to overall economic conditions, will become more difficult to find. Concurrently, primary labor market positions—in which each subsequent advancement increases skill levels, wages, experience and job contacts, will become more prevalent. Also, the ever expanding types of service-oriented jobs market demand more than a high school diploma as a minimum entrance requirement. High technology and information transfer services require substantial expertise and experience often not readily attainable or available to our youth.

Changes, as noted above in the National and State economy, require substantial educational and training support systems to produce new workers, with both a higher level of skills than previously maintained and an ability to make career changes as the need arises. Youth, as well as workers returning to the marketplace, who lack basic competency in the fundamental skills of communication, comprehension and computation, will be at a disadvantage in a labor market in which information, technology and the delivery of specialized services are of central importance. Any effort to address the role of youth within our economic structure requires innovation and creativity in order to respond to the changing economic structures.

Concluding Thoughts: A Direction for the Future

In order to support the transition of youth and adolescents into a changing economy, and subsequently impact upon crime prevention, there exists a series of actions which must be initiated or continued in order to successfully impact upon youth unemployment and criminal behavior. Specifically:

1. We must move toward a fully employed economy which is capable of controlling or decreasing inflation without increasing unemployment rates, family dysfunctioning and urban blight;

2. We must provide our adolescents with the supports and skills necessary to make them employment-ready; and correspondingly create jobs, career ladders and opportunities without our economy to absorb these youth in a positive manner;

3. We must develop incentives for business to hire youth, retain youth and train youth, and further scrutinize all legal, regulatory and public policy barriers to youth employment;

4. We must eliminate employment barriers that exist for returning juvenile offenders, delinquents, and at-risk youth, who must also overcome the stigma of criminal/justice involvement; and

5. Finally and most importantly, we must bring together labor, business and education to the planning table, in order to insure the development of viable and realistic education and training programs which maintain the crucial linkage to economic progress and development.

The tasks ahead, while difficult and complex, are attainable if we within the education, human service, and business sectors remain clear as to our goal and direction. The challenge can be met!

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Division For Youths

(Continued from Page 10)

interpersonal networks of neighborhoods enable community based and grass roots organizations to identify and serve those youth that are hardest to reach and most at risk of unnecessary or further juvenile justice system involvement. The informal information network of the community allows youth to be aware of the program and to establish trust relationships much more easily. While grass roots neighborhood groups provide excellent services for youth, they have had major difficulties in negotiating the bureaucratic processes required for government funding. They have also not been able to acquire the kinds of advance capital and matching funds often required for regular State funding.

In recognition of these problems, special funding initiatives and technical assistance have been established each year by the Governor and Legislature. This funding approach has enabled many grass roots organizations which had no previous experience with government support to enhance and significantly expand their ability to divert youth from involvement in the juvenile justice and social welfare systems. The types of services are extremely diverse and reflect the unique characteristics and needs of the neighborhoods involved. The approach has involved funding neighborhood groups, many of which are close to each other. This has highlighted the need for coalition building and coordination of services based on need. The Division has taken an active role in promoting the development of neighborhood coalitions to coordinate the delivery of local services and to help solve mutual problems and issues.

Having reached this substantial level of accomplish-

ment on behalf of NYS youth, the Division remains committed to the reduction of barriers and limitations within the existing system in order to improve the delivery of services on a statewide basis. Recently, the Division's Local Services staff, as well as participating counties, have identified a series of barriers, both institutional and operational, which require attention in order to fully achieve program goals. At the State level, barriers include fragmented forms and instructions; rules, regulations, and policies, which cause differential applications within the planning process; a need for an RFP process for all funding streams, and clear expectations of the roles of municipal youth bureaus and how they relate to the county process.

At the local level, barriers include: mistrust of state government, resistence to the annual process of comprehensive youth service planning; low youth bureau staff salaries causing deterioration of prestige and high staff turnover; a need for increased youth participation in the planning process reorganization of large planning committees which often make the process cumbersome.

Recognizing the need for change, improvement and enhancement, the Division has begun efforts to develop and implement revised comprehensive youth service planning guidelines for 1982. Toward this goal, Division staff and key youth bureau and local government officials have been asked to participate in a priority effort to develop substantive changes and recommendations.

Since Fall, 1981, efforts and activities have been devoted to define and clarify key issues and subsequent work plans. Throughout the Spring and Summer months of 1982, the Division will issue, based upon local input and participation, revised comprehensive youth service planning guidelines which:

- place importance upon youth participation;
- clarify roles, responsibilities, functions and expectations at the local levels;
- differentiate between comprehensive planning and annual resource allocation activities;
- clearly delineate the scope of comprehensive planning and the relationship between youth services and delinquency prevention, recreation, runaway and homeless youth, and
- expand the comprehensive planning process from a 1 to a multi-year cycle in order to increase program planning, development, evaluation, and implementation efforts, rather than process oriented planning activities.

With the above-noted improvements, we within the Division believe the reality of Comprehensive Youth Service Planning further strengthens family and community roles and the provision of quality services to youth.

While previous accomplishments leave us with feelings of pride, the Division looks forward to combined development, and progress based upon a strong State and Local commitment to youth.

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Removing Status Offenders

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service development for PINS youth. Reciprocally, our local effort has encouraged greater coordination among these state agencies to support our process.

The concept of a voluntary pre-petition community service system appears straight-forward, however, turning the plan into a functioning reality has been a complex process. The development of the services has been done during a time of decreasing resource. Responding to system-oriented problems required sensitive negotiation and adjustment with the affected departments. The development of inter-system coordination among City, County, and State planners/providers was a lengthy process. However, all those involved were committed to promote alternatives to the existing system. This commitment created the environment for a successful planning and implementation process.

Throughout the PINS services planning process there have been two major goals:

—develop the capacity to serve PINS youth and their families in the community rather than in Family Court.

—develop a coordinated approach to serve PINS youth by key public and private providers, funders, and planners.

The two year planning process is now complete. The services are developed; the agency relationships are formed. Over the next year an evaluation will help determine whether a significant number of PINS youth can be served effectively outside of the court structure.

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The Association of New York State Educators of the Emotionally Handicapped in cooperation with CEC Chapter 402 will present a mimi-conference EMOTIONALLY HANDICAPPED: HELP *IS* WITHIN REACH on Saturday, May 1, 1982 at Mount Saint Joseph's Academy, 2064 Main Street, Buffalo, N.Y. from 8:30 A.M. to 3:30 P.M. Dr. Keith Curry, Professor of Special Education, State University College at Buffalo, will be the keynote speaker.

For registration and information: Andrew Perry, Chairman ANYSEED Mini-Conference, 83 Hartwell Road, Buffalo, New York 14216.

Teachers, students, administrative personnel, paraprofessionals and interested parents are welcome.

Individualized Learning

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to address academic deficiencies through the integration of moral and ego development, self knowledge, and political developmental strategies. While youth often exhibit similar characteristics and behaviors, the psycho-educateur approach is applied to the total spectrum of physical, emotional, cognitive and moral issues that each youth faces. Despite a myriad of legal, social and environmental factors which impact upon eventual functioning and return to their home community, a youth leaving the Individualized Learning Center has been involved in a comprehensive rehabilitative effort.

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Runaway Programs

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able in interagency coordination efforts. Yet despite these issues, the accomplishments have been great and the commitment sincere in order to meet documented needs and service gaps.

While the establishment of runaway programs have served to assist New York's youth service system to become more effective, more comprehensive and more responsive to youth, the work associated with this program has just begun. The problems of running away and homelessness remain a constant phenomena among youth. At the same time, the level of funding for human services is decreasing despite articulate support for its continuation. Despite limited budgets throughout their history, runaway programs have increased the number of youths and families served them each year. This is a test to the cost effectiveness service models which they employ. Over the next several years, the program will need to continue to articulate the service needs of runaway and homeless youth to government and private funding sources in order to build upon their gains and meet clear needs within their localities.

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Higher Horizons

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and may vary in length, intensity and scope.

Perhaps the most difficult element of the Higher Horizons concept to communicate is that the design is based on dynamic and creative programming. The achievement of these objectives is based upon the development of situations which promote dynamic relationships between the individual and the environment, the individual and his peer, and the individual and staff members. Although typical programs are carried out in the wilderness the core philosophy does not demand this. Expeditions and activities held in urban areas as well as wilderness areas demonstrated the same impact as long as the creative use of the environment is maximized.

Over the past ten years, Higher Horizons has responded to numerous changes within the Division for Youth. While population changes, changing operating guidelines, etc. have been experienced and met, for the last several years Higher Horizons has maintained a constant philosophy that promotes youth rehabilitation through action and challenge. This philosophy of rehabilitation continues to be tested and it promises to be equally relevant for the future.

Youth Services In

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and more aware citizens. The political, social, and economic history of this country is probably best described as a pendulum. Those same forces which have brought us the current anti-family, program slashing politics currently in vogue in Washington are poised to react as soon as it becomes clear that these policies are misguided and counterproductive. We must now accept the challenge of mobilizing those concerned with child welfare and youth services to lobby effectively for those programs and services which are in the best interests of families and children. These efforts are required at the federal, state and local levels and if the recent past is any experience, they will be heard.

Second, we need to recognize that block grants can be the vehicle for slashing funds without regard to human life or potential consequences; or they can be the vehicle for streamlining and coordinating service delivery systems, eliminating duplicative services and administrative structures. Funding reductions at the federal, state, local or agency levels can be tools for eliminating needed services designed to address real problems; or they can be the impetus that forces program managers and administrators to consolidate or eliminate programs which are no longer effective; or which, while initiated with the best of intentions, have not in all candor met the high expectations with which they were launched. We have all witnessed good and useful programs terminated simply for the lack of funding or for other "foolish" reasons. But we have also seen as many or more programs of limited effectiveness which have either outlived their

usefulness or which never came close to their potential allowed to continue simply because " the money was already in the budget". Like the story of the traveler at the beginning of this article, we need, at all levels from the state to the agency, to subject each program and each service to an exacting scrutiny. We cannot afford all the programs which we have paid for in the past. But if we choose wisely and if we consolidate carefully, we can emerge with a service delivery system that is no weaker and is perhaps stronger, than that which we currently have.

Third, having put our own houses in order and having begun to organize at community levels, we need to begin raising some fundamental social policy questions. In the last couple of years the question has become what can be cut without producing an immediate negative impact? We need to raise another question. Our question needs to be, *Can we afford not to have these programs?".*

- Can we afford to create or allow to be created, large numbers of uneducated children who will later be uneducated adults in a society in which education is increasingly required?
- Can we afford to allow the juvenile delinquent unserved to become the habitual felon of the future and the permanent resident in our publicly funded correctional system?
- Can we allow more generations of abused children to grow up and become child abusers?

The purpose of this paper is certainly not to re-examine the basic funding rules of government. However, it is worth considering that we allow long term funding for capital improvements like schools, hospitals and roads (because they will serve the public for years) while requiring short term budget balancing to dictate which programs will not survive even if these reductions will create longer term costs in terms of prisons or social service programs it is worth considering that these costs, in terms of dollars and human potential, will be far higher than the cost of providing some remedial or preventive services today.

Perhaps it is best to end with a note that we ought not fight with each other during these difficult times. The ugliest spector which the block grants and budget cuts bring to my mind are senior citizens fighting with children's advocates, or alcoholism treatment professionals fighting with the mental retardation community, or the child protective advocates fighting with the juvenile justice community over smaller shares of the pie. We need to remember that we are dealing, in the final analysis, with the same families, with the same children. Those who are helped by one of our systems—be it education, juvenile justice, social services, etc.—may not need to draw so heavily on the resources of the others either now or in the future.

The funding reductions are real! They will in all likelihood escalate. We must be prepared to lobby to maintain our programs that are effective; we must be flexible enough to change those components which no longer meet our highest priority needs; and we must face the future with a realistic outlook in terms of what can be accomplished. We need to take advantage of the mutual benefits which coordination and consolidation can bring. Finally, we must be mindful that our predecessors too faced funding cuts, an apathetic public, and reluctant legislative groups. They persevered. They survived. And so shall we.

A Case For Institutionalization

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dispositional length of stay averaging 17 months. Thus it may be concluded that the dispositional severity of those convicted of committing the most violent offenses has by no means been extreme.

In fact, the United States Attorney General's Task Force on Violent Crime recently placed much emphasis on prompt court response and placement of more offenders in prison as one of the remedies designed to deal more effectively with violent crime in America today. To suggest, however, in light of the above-noted offense, dispositional, and length of stay data, that the enactment of the Juvenile Offender status has resulted in dramatically more severe treatment of this group of youths is incorrect. In fact, the enactment of the Juvenile Offender statute represents a balance of interests between concern for victims of violent crimes and the need to remove violent perpetrators from the community.

There remains, however, an essential mandate within the Juvenile Offender Statute to "provide appropriate services to Juvenile Offenders including, but not limited to, residential care, educational and vocational training, physical and mental health services, and employment counseling." With this emphasis, it is clear that the enactment of Juvenile Offender legislation and related placement restrictions in secure facilities, provides a genuine opportunity for rehabilization and treatment. Specifically, Juvenile Offenders, through individualized case planning, are provided with educational, employment, vocational, health and counseling services, designed to provide remediation of deficiencies in these areas and to impact upon future reintegration within their communities. Throughout the entire process, the Juvenile Offender is provided with opportunities, assistance, and program offerings, which can impact upon future behavior and eventual community participation.

In summary, the purpose of this article has been to identify the balance of interests associated with the passage and implementation of the Juvenile Offender Statute, as well as to articulate the fact that only a limited number of such youth eventually receive placement within DFY secure centers. Finally, to the extent that the Division's implementation of program activities proves to be productive, then the legislative intent, which reflects the crucial balance of interests noted above, along with the mandate to provide appropriate rehabilitation to such youngsters, will have been met.

When Simulation Becomes

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of activities proved to be extremely encouraging. Soon, there were few activities that needed to be shelved, except, alas, for the handwriting. Writing left-handed presented extraordinary difficulty and training and did not seem to be practical considering the time I would be immobilized.

This real-life situation (although I certainly do not recommend a bone fracture to attain it) did result in my experiencing some of the difficulties encountered in the simple, every-day activities of a person with a disability. I have discussed the physical problems in some detail. The concomitant emotional experiences were of a different order. I found that my overriding need was to master my situation. Control of my body and my activities was paramount. There was no question that it was necessary to expend more psychic and physical energy in order to continue to perform my activities, but I wanted the choice of which activities I would do, to be mine.

Essentially I discovered that my need for independence was my greatest ally. When I recognized how strongly independence shaped my focus, I realized with startling clarity, the positive psychological effect of mastery. For me, it reinforced the concept of mastery in the special education process. It forcefully endorsed the fact that empathy and understanding are useless unless coupled with the means for achieving projected goals and objectives. It revealed to me that special education is a process, different from regular education only in the nature and extent of the problems that need solution in order to attain mastery of the environment.

Services to Youth

(Continued from Page 6)

protection involves court activities of the judiciary, particularly Family Court, system. The Family Courts, established in 1962 in each county and in NYC, provide a forum to resolve child-related issues such as Juvenile Delinquency, Persons in Need of Supervision (PINS), petitions, neglect, abuse, foster care placement, adoption, custody, and child support. Related services for children, such as social work, medical, psychological, and psychiatric evaluations, are also an integral part of the Courts' activities.

Employment Services

Employment services help young people to find and retain jobs through the provision of counseling, job development, employability, and skills training, placement services and vocational rehabilitation. Recognizing the scope and importance of youth unemployment needs, both the federal and state government have initiated a number of programs to help young people find and maintain jobs. Public monies support Job Service Offices, Comprehensive Employment and Training Act (CETA) and other manpower training programs, including apprenticeship and on-the-job training. Additionally, the Division for Youth, the Department of Correctional Services, and the Office of Parks and Recreation support extensive employment and training programs within residential facilities to promote effective, long-term benefits upon return to the community.

Residential Care and Maintenance

Residential care and maintenance programs include payments and services relating to the support and maintenance of children residing outside their homes. Although the State is committed to strengthening the family unit so that children can remain at home whenever possible, some children must be placed in alternative settings for a variety of reasons, including child abuse and maltreatment, abandonment, the disabling condition or rehabilitative treatment. In 1979-80, more than $206 million in State funding was available for these services through the auspices of nine State Agencies. Of that amount, almost half was available to State-operated programs with the balance available to locally-operated foster care, detention, drug treatment, special education and habilitation programs.

Summary

The services available to youth represent a complex system and network based upon clearly identified needs and accepted societal goals and norms. NYS supports the primary role of the family structure and acknowledges the importance of the community, while at the same time upholding its responsibility to address the serious conditions and needs of youth. Based upon a strategy that promotes and encourages family stability and maintenance as well as community involvement, NYS has sought to promote the welfare of children through the establishment and implementation of policies that enhance family life, health socialization and development. Despite serious fiscal constraints, and periods of uncertainty, NYS has continued its commitment for children as a wise investment in New York's future.

New York State

(Continued from Page 8)

ice system which impacts upon the general youth population; and a more recently required mandate to develop and operate direct services for a well-defined portion of that population. The Division's long-standing commitment to promote the positive development of youth is actualized as programs and services are coordinated and delivered under these two primary mandates. Through its collaboration with local youth bureaus, the Division has been able to provide valuable, financial and programmatic assistance to communities and enable them to initiate programming at the local level. Concurrently, the Division stimulates local programming and enables communities to address specific needs of youth whose developmental processes and behaviors have resulted in negative labeling and involvement in the juvenile and/or criminal justice system. In those cases where community initiated resources have not been able to reverse the negative development, the Division for

Youth has been mandated to provide direct rehabilitative services for those youth. In such cases, DFY provides direct services as a logical and necessary extension of the youth's involvement in the community. As such, removal from the community cannot be viewed as completely separate youth services system. The Division's commitment to the local community from which a youth is temporarily removed is fostered by the services continuously delivered that result from the two primary mandates.

Conclusion

The Division has evolved from its inception as a Youth Commission in 1975 to a proactive, dynamic, human services State Agency with primary responsibility to provide services to youth. Its functions as the State's viaduct to fund local services, as well as serve Juvenile Offenders, Delinquents and Persons in Need of Supervision. Growth, expansion, mergers, legislation, organization and reorganization have been factors that have impacted upon the philosophies, policies, directions and services of the agency which has been in existence for 35 years. With the strong cooperative relationships that have been developed jointly by the State, local public agencies, as well as voluntary agencies and organizations, New York's major investment for the future, its youth, may prosper.

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A Case For Community

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community-based programs, programming for youths in community-based settings, allows the youth and the staff greater opportunities to access services and resources. While it is certain that the community-based management of Juvenile Offenders as a strategy is not likely to be fully accepted in a political climate that demands a youth's removal from society, the debate over the advantages and positive aspects of this strategy should continue. While there may be no dramatic differences in youth participating in institutional or community-based settings, community-based programs should be supported for the humanitarian advantages accrued.

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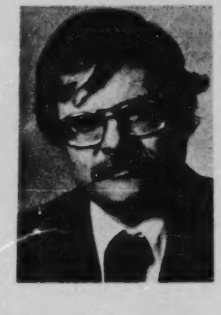
President's Message



Alert *Alert* *Alert*

The Reagan Administration has identified as a major goal, the reduction of the federal role in education. While some would argue the positive outcomes of such a goal, professionals and parents concerned with the education of exceptional children should view this Administrative action with fear and concern.

The Administration and its supporters in Congress will soon prepare legislation to *delete entirely* important provisions of P.L. 94-142, the *Education For All Handicapped Children Act.* These provisions are the heart of the Act and include:

1. The Individualized Education Program (IEP).
2. The mandate for Least Restrictive Environment planning and programming.
3. Related services such as transportation.
4. Due process protection.

Legislation to delete or amend P.L. 94-142 is expected to begin surfacing this Spring. We must *ACT NOW.* It is *very important* for each of you to write your Senators and your Congressman to oppose *any* change in P.L. 94-142, and to encourage adequate financial support for this bill.

Please do not wait. As you read this sit down and write. Our children, free for less than a decade, desperately need your help.

Our PAN Coordinator, Bruce Kaiser, has been working with CEC headquarters to keep abreast of the rapid developments, to scuttle the *Education For All Handicapped Children Act,* now taking place behind the scenes, in Washington. Contact Bruce at his office should you require additional information or wish to direct your letters to certain key representatives.

NEWS and VIEWS of Student CEC Chapters

Beth Grant (19)
NYS-CEC Newsletter Editor

The student chapters of New York State are among the contributing factors to our recognition as an active and assertive Student Association, and a force behind New York's CEC-SCEC becoming a cohesive, functioning organization. Our potential as a statewide student organization is in direct proporation to the investment made in communication and involement by local chapters. Students can have a great deal of input in the planning of state conventions and student state meetings (the process has already started); we *can* make cooperative arrangements for transportation to national conventions; we *can* (and do) have mediums for information exchange and a public forum of ideas; we *can*, by developing leadership qualities through SCEC, produce the kind of professional who will think and lead. This is all transpiring because of the strong, consistant participation from student chapters. Here is an overview of the extensive efforts and involvement of students in local chapters.

Geneseo #19 held a Student-Faculty Olympics in February to promote good relations and fun. The faculty won first honors overall for the races and contests that took place. Their annual "Singing Valentines" was a successful fund raiser in February. On March 5-6 the Geneseo Chapter hosted its Sixth Annual Regional CEC Conference on Behavioral Disorders. Friday's schedule of events included keynote speaker Robert Slagle on "Programming & Managing Children With Behavior Disorders: Techiques of the 1980's"; four sessions of presentators (one of whom was our noted Dr. Gary Carmen); and an evening dinner/dance/awards night. Saturday consisted of four additional sessions and keynote speaker Mary McCraken on "Personal Experiences With Emotionally Disturbed Children". The two day conference was well executed and well attended by students, area professionals and community residents.

Hunter College #115 sponsored on February 17, Jerry Hutchins, a supervisor and member of a New York City Reading team, as a speaker discussing "New Techniques for Reading Instruction in the 80's". They held their mid-winter meeting February 23. The chapter which is both student and regular members, heard from Lynne Weikart who is Administrator of Finance and Budget for the New York City Department of Special Education. Her discussion topic was "Budget Cuts and the New Special Education Budget." With new city budgets and the concern for classes, jobs and programs for students, it was a good opportunity to have talked with someone who knows *what* the city is planning. To be held March 23, is a presentation by Dr. Anne McKillop, a reading professor at Columbia's Teachers College discussing "Stategies to Facilitate Better Classroom Learning".

Chapter #117, *Buffalo State* has been promoting CEC activities by the selling and delivering of flowers on Valentines Day, and lectures at each general meeting. At a previous held meeting, members conducted a seminar involving a local Committee on the Handicap. It was a very informative and well-attended meeting as role-playing and problem solving strategies were employed. Their recently formed "Let's Play To Grow" program is finalizing plans for their first day of activities. Fifteen families will participate in this recreation program sponsored by the Kennedy Foundation. The week of April 25-May 1 is "Exceptional Experience Week" on campus. It will be dedicated to seminars and workshops from all disciplines to benefit students and community members. Emphasis will be on working with and in the community. There will be a wheelchair basketball game and workshops dealing with accessibility and legalities of handicapping conditions.

Syracuse University #390 successfully held their first activity for their newly developed "Let's Play To Grow" program of handicapped pre-schoolers and their families. On February 13, five participating families and volunteers engaged in recreational type activities and in making doughnuts. A "Snow-Day" schedule of events are plans for the next get-together. On March 17, a St. Patrick's Day party is planned for the handicapped youths in the Syracuse area at St. Paul's Church. At a recently conducted meeting, Dr. Gwen Yarger from the University spoke to CEC members on dealing with behavior problems and strategies and techniques to modify and control them. To continually promote student-faculty relations another student-teacher party with the School of Education will take place April 30.

The Student CEC would like to extend a warm welcome to the newly formed CEC Chapter #750 *New York University*, New York City. Their president is Denise Vittor. Your chapter serves as an inspiration to us all! Congratulations and welcome.

The Student Association has really picked up momentum in the last semester and is still going strong. Our immediate focus is on the Student State-Wide Meeting to be held March 19-21 at the Andrus Children's Home in Yonkers, N.Y. A brief outlook on the weekend's events consists of: the awarding of monies from the Student CEC Grant Proposal Program; electing student officers for the 1982-83 years; increasing professional knowledge through

speaker presentations; a meeting of chapter advisors; and having fun! A continuous focus that exists is that of increasing and maintaining our student membership. To do so, SCEC is openly challenging the Student Association of Pennsylvania to a membership contest at the April 1982 Convention in Texas. The state with the largest increase will receive a gift from the other state.

Included in the latest Student Association Newsletter titled: "YOURS, MINE & OURS" is a copy of a form letter from Hunter College to Senator D'Amato strongly opposing the cutbacks to be made in public laws and other mandates. The SCEC is encouraging all student and regular members to write to their prospective senators voicing their concern and opposition to the elimination of all or even part of P.L. 94-142 (Senate Bill #6). As professionals involved in the education of the handicapped, we should feel the obligation to be supportive of our goals, for such legislative moves will affect jobs, classes, student-youth, and adult programs, and our dedication of time and engery toward the lives of exceptional youth.

Material for this article was contributed by: Amy Sutliff, Geneseo #19; Grace Walsh, Hunter College #115; Bob Shepard, Buffalo #117; and Cheryl Hyatt, Syracuse University #390.

STATE FEDERATION CEC ELECTIONS

Ballots will be mailed first class to all NYS Federation CEC members by the third week in May. Ballots will include instructions for return.

The current mailing label list from National CEC will be used for the mailing of ballots. Therefore, anyone not receiving a ballot should contact Dr. Janet L. Jacobs, 65 Covington Drive, Buffalo, New York 14220.

All candidates were asked to send *The Forum* a photograph, their current position, their service record in CEC (including any work at the local chapter, state federation or national level, and a 100 word statement regarding what they have to offer the office which they seek.

CANDIDATES FOR STATE FEDERATION CEC OFFICE
CANDIDATES FOR VICE-PRESIDENT

Name and Current Position

Roger A. Berman (615), Regional Supervisor, BOCES Southern Westchester, Westlake Middle School, Thornwood, N.Y. 10594.

CEC Participation

Member, committee to reestablish and activate Chapter 615, 1979-80; Treasurer, Chapter 615, 1979-81; current President, Chapter 615; Presented workshops at the First and Second Annual Westchester CEC conference, 1980-81; participant on Planning Committee for First Annual Consortium Convention, 1980; assisted State; Program Chairperson in selection of workshop participants; presented at State Convention, 1980.

Candidate's Statement

I feel that my experience, knowledge, skills, and abilities qualify me for this nomination. My present position as Regional Supervisor for the BOCES of Southern Westchester and three years experience as a project associate for the Special Education Training and Resource Center has called for my active participation in personnel and school development. Sound organizational planning, well trained teachers and a personal commitment to a clinical supervision model are some of the essential elements of good educational programs.

The development of a new setting or enhancement of an old calls for a clear understanding of the entire school system and the ability to communicate and negotiate effectively with administrators, teachers, parents, and children. My classroom experience with children is a constant reminder to me that schools must be designed for children first.

I would appreciate the opportunity to serve as Vice President for the New York State CEC.

Name and Current Position

Judith A. Bondurant, Ed. D. (402), Assistant Professor & Coordinator of the Learning and Behavioral Disorders Program, Exceptional Children Education Department, State University College at Buffalo, Buffalo, New York 14222.

CEC Participation

Active member of the Council for Exceptional Children since 1972. Treasurer of Chapter #402 from 1978 to 1980. Faculty Advisor to Student Chapter #117 from 1978 to 1981. Participant at State and National Conventions; Local Arrangements Chairperson, 1981 State Convention.

Contributed articles and a book review of *The Forum*. Also, Member, Editorial Advisory Board, *The Forum*.

Candidate's Statement

Since entering special education as a classroom teacher, CEC has continually contributed to my professional growth. As a candidate, I offer my energy and interest to try to make CEC relevant for its membership at both the local and state levels in the difficult times special education is facing.

CANDIDATES FOR GOVERNING BOARD REPRESENTATIVE

Name and Current Position

Gary O. Carman, Ph.D. (615), Executive Director, Andrus University College at Buffalo, Buffalo, New York 14222.

CEC Participation

Member of CEC since the early 1960's. Student Chapter, State College at Buffalo; founding member and Secretary/ Treasurer of Western New York Chapter of Council for Children with Behavioral Disorders—1965; President WNY Chapter of CCBD, 1966; National Chairman of CCBD Nominating Committee, 1967-69; Member of CASE, 1971-present; Member of Chapter 0615; Vice-President, President-Elect, President New York Federation, CEC, 1979-1982.

Candidate's Statement

I believe that if elected, I can make a difference at the International CEC level and will continue to work for expanded and improved services for exceptional children.

My decision to run for Governor of the New York Federation Council for Exceptional Children has been motivated by a desire to work toward a more effective and membership responsive International CEC. Although my qualifications include over fifteen years of membership in CEC, which includes service as a founding member of the Council for Children with behavior Disorders, I am most proud of my accomplishments these past three years while serving as Vice President, President-Elect, and President of the New York Federation CEC.

As Vice President, I was responsible for Membership Development of N.Y. CECers. During my term of office, membership grew from a total of 1900 members to over 4000. As President-Elect, I was responsible for the 1980 State Convention. This successful convention, for the first time, combined the American Association on Mental Deficiency, the New York State Teachers of the Handicapped and CEC in one Consortium Convention which offered our combined membership an outstanding and most professional State Conference. Finally, this past year as your President, I was instrumental in seeking the appointment of the long awaited New York State CEC Executive Secretay.

Name and Current Position

Barry Glick, Ph.D. (1029), District Supervisor, Region I, District II, New York State Division for Youth, Suite 942, 183 E. Main Street, Rochester, New York 14604.

CEC Participation

1976/1977: President-New York State Federation of Chapters, Council for Exceptional Children; 1975/1976: President elect-New York State Federation of Chapter, Council for Exceptional Children; 1974/1975: Vice President-New York State Federation of Chapters, Council for Exceptional Children, 1973/1974: Chapter President: Syracuse Chapter, Council for Exceptional Children; 1972/1973: Vice President-Syracuse Chapter, Council for Exceptional Children; 1970/1972: Treasurer-Syracuse Chapter, Council for Exceptional Children; 1971/1974: Editor *The Forum*, New York State Council for Exceptional Children; 1976/1978: Member, National Committee to Study the Executive Functions of the Council for Exceptional Children, *ad hoc* Committee of the Board of Governors, CEC; 1976: Member, Site Selection Committee for the National Convention, New York City; 1974/1977: Member, Organizational Committee to establish the Political Action Network (National Effort) in New York State.

Candidates Statement

I am honored to have been nominated as Governing Board Representative to the Council for Exceptional Children representing New York State Federation. I have tried to highlight some of the more important work in my service to CEC. I am a life member of the Council and have dedicated my professional career to the development of programs and services for youth, especially those who are behaviorally disordered and emotionally disturbed.

The next few years are critical relative to the Council for Exceptional Children's mission, given the Reagan Administration's fiscal stance and commitment to human services. My experience with the Council and record affords me an opportunity to serve the membership of the New York State Federation as well as represent our members' best interests and that of the Council nationally. I have a good understanding of governance, have been able to establish coalitions and linkages between CEC and other organizations and have been successful in having the Council for Exceptional Children represented on State and local forums. I would very much like to have the opportunity to represent the New York State Federation as its Governing Board Representative.

CANDIDATES FOR REGIONAL REPRESENTATIVE

Syracuse Region

Name and Current Position

Jeremiah Hartnett (29), Teacher of Special Education, Corcoran High School, Syracuse City School District.

CEC Participation

Since August, 1981, appointed as Syracuse Regional Representative; member and active local chapter 1029.

Candidate's Statement

Since assuming Helena Ozer's position as Regional Representative for the Syracuse area, I have spent my time getting acquainted with the operation of the individual chapters within my region. I have met with the officers of three chapters and have attended at least one executive level meeting of each chapter.

From these meetings, I have heard members discuss issues relative to education in general as well as issues concerning CEC specifically. Issues which concern CEC members in the Syracuse region are: 1) The function of local chapters seems obscure. 2) Membership is a constant problem. 3) Political action organized by CEC seems ineffectual at all levels of government if it exists at all. 4) Local chapters lack appeal. The present inducements to join CEC are not worth the investment. 5) Can the financial relationship between state and local chapters change in order to bolster activity at the local level. 6) Thought should be given to the existing screening procedure for selection of speakers at convention. 7) Membership. 8) Purpose of CEC chapters. 9) Feeling of burn-out experienced by the active core. 10) Implementation of State regulations. 11) Relationship among teachers of special education and administrators of special education programs.

Resolution of these issues is by no means an easy task. Many have been longstanding; concerns that do not lend themselves to simple solutions. I intend to work closely with local chapters in order to provide a voice through which discussion and information can be desseminate.

Rochester Region

Name and Current Position

Chigee J. Cloninger, Ph.D. (19), Assistant Professor, Department of Special Education, SUNY at Geneseo, Geneseo, New York 14414.

CEC Participation

Member of CEC since undergraduate at University of Southwestern Louisiana; Delegate to National Convention for several years from various chapters in Louisiana and Ohio; Advisor to student CEC Chapter #19 for annual conference for two years; Appointed as Rochester Regional Representative 1980-81 to fill vacant position.

Statement

The es.ablishment of new chapters, revitalization of existing chapters, and increase of members is of great importance in the Rochester area. This can be accomplished competently by me because of my past involvement in several chapters, my membership in an active Chapter #19, my involvement in many activities in the region, and the base of support I have from the Geneseo Chapter.

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VOLUME 8, NO. 2 **SUMMER 1982**

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Post Secondary Institutions and the Handicapped

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INSTRUCTIONS FOR AUTHORS

The Forum is a refereed journal. Unsolicited articles are accepted from C.E.C. members only. *Issue Editors* with ideas are welcome. Manuscripts submitted for publication in *The Forum* must be *typed* on one side of 8½ x 11 white paper, double spaced including quotations, footnotes, references, and tables, with margins of at least one inch. Manuscripts must follow A.P.A. standards and should be sent to the *Editor.* If the manuscript is accepted for publication, a 2 x 2 photograph will be requested.

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VIEWPOINT

Post Secondary Institutions and the Handicapped

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Until recently, little attention had been paid to the post secondary educational needs of handicapped adults. With the enactment of 94-142 and Section 504, post secondary institutions have begun to feel the impact and responsibility of educating handicapped adults. Indeed, the longer 94-142 is in place, the more handicapped will choose to make their way to post-secondary education.

In too many cases, however, our institutions of higher education were less prepared to assume this responsibility than were the public schools. Indeed, the reality has been that the same stereotypes and assumptions held in many cases. Whereas, access to facilities was the first hurdle to be conquered, post secondary institutions are now working with problems around instructional modifications and providing ancillary services.

If post secondary institutions want to hasten the accomplishment of their responsibilities under Section 504, they ought to look to those pre-K through 12 public and private school educators who have already developed methods and materials for educating their handicapped students; *there really is a good deal of knowledge out there already.* Some post secondary educators must be prepared for extra work; *those* given to off-the-cuff lectures may be forced to plan ahead.

To guarantee the continuation of 94-142 and Section 504 under the Reagan administration, advocate groups for programs from pre-school to post-secondary must join forces and provide a solid political force.

This issue of *The Forum* examines post-secondary education of the handicapped; we have asked a wide variety of those *involved directly* as students and educators with handicaps as well as those educating the handicapped to write for us.

Nancy Biernat provides an overview of Section 504, how it defines and protects the handicapped, and how it provides for disbursement of federal funds. Jeffrey Hummel puts "Focus on Learning Disabilities and Vocational Rehabilitation" by interviewing Basil Scott and Richard Switzer.

The personal considerations connected with the handicapped are reported first by Adrian Paolucci Meyers, an epileptic; Herbert Foster a professor who became vocally handicapped; and Grace Amigone an instructor who was emotionally and professionally ill-prepared for working with a profoundly deaf student.

Post-secondary programs involving writing techniques are examined by Kenneth Hennig; orientation programs for the deaf are discussed by Barbara Pomeroy; Janice Teisch provides clues which enhance the teaching of the learning disabled. Finally, John Moyer and Mary Garret describe a program for the disabled student in teacher education.

Section 504 Of The Rehabilitation Act Of 1973

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With the passing of Title V. Section 504, of the Rehabilitation Act of 1973 (Public Law 93-112) a new era was ushered in for providing equality for handicapped people. The legislation attacked the demeaning practices, discrimination and unfair barriers to self-sufficiency placed on the handicapped.

The law was passed in 1973, and after completing the proper procedures for passage of federal legislation it became effective on June 3, 1977.

The essence of Section 504 is that "no otherwise qualified handicapped individual in the United States. . .shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Federal, 1980, p. 30937).

This has effected fundamental changes in many facets of American life in terms of actions and attitudes of people toward the handicapped.

The statutory definition of a "handicapped individual" as stated in the Rehabilitation Act is: "any individual who (A) has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment; and (B) can reasonably be expected to benefit in terms of employability from vocational rehabilitation services provided persuant to Titles I and III of this act (Dolan & Dolan, 1978, p. 2).

The definition of a "handicapped individual" was changed and greatly broadened in the Rehabilitation Amendments of 1974. The amended definition is "any person who (A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record of such an impairment or (C) is regarded as having such an impairment" (Dolan & Dolan, 1978, p. 6).

The rights of the law extend to the areas of Health, Education and Social Services. If these anti-discrimination requirements are not met, federal funds can be withdrawn from any of the above agencies or services that receive federal assistance.

The regulation is divided into seven subparts: 1) General Provisions, 2) Employment Practices, 3) Program Accessibity, 4) Pre-School, Elementary and Secondary Education, 5) Post Secondary Education, 6) Health, Welfare and Social Services, and 7) Procedures.

In regards to how Section 504 applies to the colleges and universities as well as other post-secondary programs which receive federal assistance there are several areas that are covered. These areas include recruitment, admissions, and treatment of handicapped people. These areas must be free of discrimination.

The institution cannot limit the number of handicapped students or set quotas. Also pre-admission inquiries as to whether the student is handicapped is not allowed. However, voluntary post admission inquiries may be submitted in order to provide the necessary services for the handicapped person.

Admission tests for prospective handicapped students must be structured so that they test the aptitude and achievement level of the student and not his or her disability. This must take into account students with impaired sensory, manual or speaking skills.

Within the classrooms, students with sensory, manual or speaking impairments must be provided with auxiliary aids in order to facilitate learning. This may be accomplished by informing students of government resources and charitable funds which provide assistance.

In terms of academic requirements the colleges and universities are expected to make reasonable modifications where deemed necessary for handicapped students. This may include extending the time period needed for completing degree requirements, adapting techniques and methods of teaching a certain course to suit a particular handicap. Handicapped students must also be allowed the use of guide dogs and tape recorders within classrooms where they were previously excluded.

Physical education must be administered in a non-discriminatory method and handicapped students must not be unnecessarily segregated within physical education classes.

Concerns in the non-academic areas include opportunities for accessible housing for disabled students that is similar to that for the non-disabled. There can be no discrimination in student financial opportunities or employment assistance programs. Lastly, there must be equal opportunities for handicapped students to participate in non-academic and extra-curricular services and activities.

Accessibility must be assured for programs and activities provided to handicapped students and employees to ensure equal options in selecting courses and activities. Architectural barriers must be removed in order to allow access to disabled students. The

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Focus On Learning Disabilities and Vocational Rehabilitation In New York State:

An Interview With
Dr. Basil Scott, Deputy Commissioner For
The Office Of Vocational Rehabilitation
New York State Education Department
and
Mr. Richard Switzer,
Assistant Commissioner For
Vocational Rehabilitation
By
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Vocational rehabilitation services (VRS) are central to the post secondary education and training of many persons with handicapping conditions. The Rehabilitation Comprehensive Services and Developmental Disabilities Amendments of 1978 (Federal PL 95-602) recognized severe learning disabilities (SLD) as a handicapping condition. Thus, there is the potential of persons with SLD to access VRS. Most states, New York among them, are waiting for the federal regulations for the implementation of these services.

This article is an interview by the author with Basil Scott, the Deputy Commissioner for the Office of Vocational Rehabilitation and Richard Switzer, the Assistant to the Commissioner for the Office of Vocational Rehabilitation (OVR). These two have the major responsibility for the development and implementation of OVR services in New York.

Q. Do you have any general comments regarding the current state of affairs in vocational rehabilitation (VR)?

Scott The Reagan administration has recommended some major cuts in funding for VRS, but we are optimistic that these cuts will not be enacted. There has already been some significant cuts passed, but these are minor when compared to the proposed cuts.

Q. Any attempt to understand the problems associated with a new clientele, i.e., persons with SLD must be understood in the current context of limited cuts, threats of greater cuts, and increased pressures of accountability. The concern of this interview is the provision of VRS services to persons classified as having SLD. We know that there are unresolved questions. The Rehabilitation Comprehensive Services and Developmental Disabilities Amendments of 1978 indicate that SLD qualifies as a handicapping condition. However, the federal regulations needed to implement services have not been prepared, and there is a possibility that SLD will be dropped from the forthcoming regulations. Do you have any general comments about these problems?

Scott You know that learning disabilities is recognized as a handicapping condition under PL 94-142. The operative term for vocational rehabilitation is SLD. An important aspect of our problem is that we do not really know the meaning of the term SLD, particularly in relation to our eligibility requirements. We have to have an operational service definition. A person has to have a diagnosed SLD, and that disability has to represent a significant impairment to employment. We do not really know the nature of service this population will require.

Richard is a member of a federal task force, a state task force, and a prime study group of the University of Arkansas R&T Center. All of these groups have accepted the charge to study these problems. Richard, do you want to add anything?

R.S. The federal task force has not met since Dr. George Conn, the new Commissioner of the Rehabilitation Service Administration in the Department of Education in Washington has been there. We are hoping that the task force will meet very shortly. Basil, do you want to describe any of our exploratory projects?

Scott We will be working with St. Thomas Acquinas College, which is south of Albany, on an experimental program for persons with SLD who are going to college. We will be trying to develop the kinds of supportive services that are required by SLD college students. There is an expert on their faculty who has been involved with learning disabilities for many, many years, and he came to us with a proposal.

A group of learning disabled students who would presumably qualify for VRS services would be admitted to the College. Personnel at the College would set up supportive services in addition to the

basic academic program. We will be paying for the supportive services that are needed because of the disability. Again this is an experimental model program with the intent of developing a sense as to whether the supportive services would enable these students to graduate with other students.

Q. The students would have to qualify under a new, but not as yet formulated, definition.

Scott That's right. These students would have to qualify for VRS services, and we hope to have a new definition by July under which the students of this program would qualify. Hopefully, we'll be ready by this fall to start the College Program.

R.S. These twenty students would be our clients and would also meet the academic entrance requirements of the college.

Q. These students would have a high school diploma, and qualify for your services under an emerging definition of severely learning disabled.

Scott Yes, school districts' responsibility for the learning disabled continues until the student receives a diploma or until age twenty-one, and classification as learning disabled in a school district does not necessarily mean that the student has SLD. The way we have been operating is that we expect that individuals without a high school diploma, and not twenty-one years old will be covered under PL 94-142.

Q. I wanted you to speak to that point and provide that kind of clarity. A further question is related to a definition of support services in a college program, can OVR provide the kind of remedial instruction that will enable a qualified client to pass freshman composition.

Scott We provide tutoring services now, and we will provide any service that is central to the ultimate vocational goal.

Q. People have to understand that the services must be related to the vocational objective.

Scott That's right. Relation to the vocational goal is required. We have a second project in the final stages of negotiation with the Human Resources Center in Albertson, New York. This project would examine the state of the art of VRS services for SLD. The major objectives of this project would be to define the population to be served and define the service modalities that they would require.

Q. Can you be more specific?

R.S. Dr. Edwin Martin brings a long history of involvement and leadership at the federal level to the position of director of the Human Resource Center. In addition, this center is near a large population of learning disabled adults in Nassau County. Human Resources personnel would assist in the formulation of specific criteria for eligibility of our services. The first criteria is the diagnosis of the SLD, and the second criteria is the determination that the disability is a significant impairment toward employment. The second aspect of this proposed project is the formulation of a set of guidelines and criteria that we can use with school systems and with school psychologists' records. A major percentage of the population that we will look at are in the schools. We hope to draw and build upon the existing assessment information in the school psychologists' records in our effort to determine eligibility for services.

Q. Yes. School records provide a starting point. However, SLD must be distinguished from not severe learning disabilities and you must translate school records into a VRS context.

Scott That's right.

Q. A New York State service definition and service parameters will be formulated from this project. I assume that knowledge from already existing programs such as the one in Pittsburgh (run jointly by the ACLD, National and the Pennsylvania Division of Rehabilitation) will be incorporated. It would seem that in a number of locations, in a number of other states VRS services for the SLD are more advanced.

Scott You are right. The federal task was charged to incorporate information from the five or six states that have such services. We want to look at the Pittsburgh program, but New York State employees currently are not being reimbursed for out of state travel.

R.S. The proposed project with Human Resources will be examining the state of the art by reviewing projects throughout the country.

Q. I recognize that the Nassau and Suffolk chapters of ACLD have followed a lead from the capital district ACLD chapter. I have two questions. Will this proposed Human Resources Center project do more than examine the state of the art, and actually get involved in the provision of services? Will other locations outside of Long Island be involved in this or similar projects?

Scott Yes, to first part. In the second or third phase of the Human Services Resource project, services will be provided to some of our clients.

R.S. You should know that the Rehabilitation Service Administration is asking us to take on a new clientele without any new funds. This follows from what Basil said earlier. In these recent times of inflationary pressures, if funding remains constant and service requirements increase, the net effect is the same as a cut in funding. There are no research dollars coming from Washington to develop service for the learning disabled. We would like to be able to set up pilot programs throughout the state if we had the research and development dollars.

Q. I think that on one hand we all have recognized the problems of diminishing fiscal resources, and think that there is some wisdom in not opening what might be characterized as flood gates in terms of potential number of clients seeking services, but I am sure that there are other constituencies and other service needs beyond those in Long Island.

Scott We know that there is a statewide concern. We would be perfectly happy to work with any other groups that are interested. I don't know that we have the funds to fund other projects. However, we certainly are interested in meeting other groups around the state to share ideas as to how we might deal with

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The Invisible Handicap... Epilepsy!

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Epilepsy was "unacceptable" by all members of society dating as far back as Ancient Greece and Rome. During that period, the Greeks and Romans believed that persons writhing in convulsions, were seized by the gods, since the convulsion had a spontaneous cessation and the episodic nature of recurrence. Therefore they labeled the convulsions a "sacred disease". Centuries had passed and people's views of epilepsy changed. Now it was thought that the epileptic was seized by the devil; therefore, epileptics were rejected. They were driven from their homes and placed in isolation. At another time, people viewed epileptics as witches or emissaries of the devil; therefore, they were tried, convicted, and burned at the stake. Since epilepsy is one of the most misunderstood of physical disorders, and the individual who has it suffers enormously from the ignorance and prejudice she encounters, I proceeded to absorb as much knowledge on this disorder in order to understand it and learn to accept it.

The word epilepsy is derived from the Latin word "epilepsia" which means "falling sickness". IT IS NOT A DISEASE but a PHYSICAL DISORDER characterized by an abnormal discharge of electrical impulses in the cells of the brain resulting in seizures or convulsive movements. If a person's brain, with its 12 billion nerve cells, is damaged, some of these nerve cells could malfunction, causing the normally smooth running pattern of electrical activity to be disrupted. The damaged cells overload; they become over-stimulated and give off too much electricity. The result of this temporary overload is a seizure that causes some of the body's activities to go awry. A sudden loss or disturbance of consciousness often in association with motor activity takes place. There is no pain associated with the seizure although the person may experience severe fatigue upon regaining consciousness.

After absorbing all this information, my mind kept wandering back to the words my doctor voiced so delicately, "Consider yourself normal, but never forget you are an epileptic". Up until the time of the first Grand Mal Seizure, I experienced a relatively typical life-style. I was engaged in a job in the travel industry that had been established for years. I had always welcomed hard work; it was no stranger in my life. My aggressive attitude necessitated my continual climb up the ladder of success to achieve my goals to the best of my ability.

Rewards were reaped in this professional world which included sizable, annual promotions, reduced air rates for myself and my family, and the potential for continued career growth. My "typical" adult life also included the satisfaction of being the mother of three, healthy, active daughters. Our life encompassed everything from roller skating and cycling to swimming. We were actively involved in church and school functions. . .togetherness reigned in our home. Life was good then—a secure job, support and love of my children, family, friends, and peers, and a reasonable social life. Then the occurrence of epileptic seizures caused by a severe blow to the head changed my normal existence into a series of extremely devastating experiences.

Somewhat hesitant, I notified my supervisor of the disorders. A staff meeting was scheduled to notify the other employees as to the "nature of my condition". At the meeting someone suggested a First Aid Kit, as a precautionary measure, should be on hand at all times. Outside of this one factor, the overall attitude and business environment started to change. One young woman on staff had remarked, "I wish you would have one of those fits and get it over with so we can see what you look like". Working was a strain and the pressure could be felt. Many promotions had come and gone and chances for continual success seemed marred by the fear that the company image would be tainted. Free vacation opportunities offered by tour companies were offered to others in management. I was informed the reason I was "not eligible" was due to health factors! Out of sheer desperation at the discrimination that existed, I approached my supervisor and bid for a business/vacation trip to Alaska. Since my seizures were under reasonable control because of the administering of anti-convulsants faithfully, my on-the-job performance had not been affected.

After much deliberation, I was awarded the combination trip and anxiously awaited the departure day. The venture was successful but on my return home I experienced another facet of epilepsy, status epilepsy! While onboard my last connecting flight home, I had experienced eighteen Grand Mal convulsions, never regaining consciousness. Upon arriving in Buffalo, I experienced three more Grand

Mal convulsions enroute to the hospital. After twenty-four hours had elapsed, I awoke in a daze, thoroughly fatigued and extremely bruised to discover that my body was being aided by life-support systems in the Coronary Intensive Care Unit. My parents told me of the frenzied happenings and my brush with near death. Convalescence was well into its third month when I was notified that the travel business had "slowed down" and that "my job was to be phased out". It was obvious, I was being phased out!

Full of resentments and bitterness, my first instinct was to retaliate with a discrimination suit, but to maintain the prognosis of seizure control and to insure family unity, I used my energy to cope with the day and the unknown future instead. In the months to follow I found great solace in God during this time of despair.

Coping for my daughters, parents, sisters, and friends came in various different forms. If a seizure occurred, anyone of them might run out of the room, or the house, or even restrain me. The latter always created mental anguish for all involved and left my body with remembrances, sometimes long-lasting scars. It seemed as if my world around me was crumbling at an enormous rate of speed and I couldn't control it. The dismissal from my employer and the fleeing of my youngest daughter to her father's side because of the fear of epilepsy was taking its toll on me. Feelings of shame, dejection, rejection affected my entire being. The once "normal" functioning Adrian, found herself in a position of not being able to control her destiny, let alone her own bodily functions. It was at this time that my parents and my two oldest daughters, Cassandra and Liane united together to aid me *and* themselves. We all worked together to succeed, not to succumb to the treacherous tentacles of ignorance, weakness, non-involvement, non-support, and lack of love that were part of the epileptic stigma in the "societal" octopus.

Instead of moving away from people, I now raced with great enthusiasm toward them. My spirits were lifted and the feelings of shame were diminishing. I started to rebuild my life using the tools of attitude change, new anti-convulsant medication for seizure control, and faith in others. Self-worth and self-esteem were no longer strangers to me. I eagerly pursued a new door, that of college as a full-time student. This new endeavor broadened my outlook and gave me a new hope for a future career. Chance meetings with a few epileptics on campus aided in my identification with others who "know where I'm coming from". Unfortunately, the majority of epileptics in the academic world prefer to remain anonymous. They hide behind the shadows of society's ignorance to such a degree that they are hindering their own progress. There is refusal to acknowledge the presence of the disorder to professors and students; there is the lack of identification on their person, such as a medical alert bracelet. Even the acquaintance of another epileptic is rejected.

My approach to the subject of epilepsy, toward the administration and faculty members on campus was accepted by most in a positive vein. I do recall two specific incidences of changing attitudes. Last semester I approached my Language Professor who listened intently when the subject matter was brought to his attention. He questioned the literature and the first aid techniques to be administered during and after a Grand Mal Convulsion. At our next meeting, he expressed a desire for further information and asked my permission to have my handicap discussed before my peers. His genuine concern for the student but primarily the individual uplifted my confidence once again. In the weeks that followed, he was there displaying concern and support to aid me through my second battle with Status Epilepsy. For this humble humanitarian, I have developed a deep respect and admiration for his continuing support.

Fortunately, there was only a *minority* of the faculty members that moved away from me and what I represented to them. During my second semester, I encountered another attitude that I was very familiar with. This attitude, masked by the fear of a stigma, started to eat away at the rapport established between student and professor. Its affects could be seen in the non-involvement in classroom discussions as he continually avoided my presence. When I approached him on this matter and my academic class standing, he vaguely advised me "to try and not to get sick in the future" and "perhaps I might be better off sitting near the door in case I feel one of those seizures coming on, I can run out of the room".

What can be done to change the stereotyped attitude existing in our society today toward epilepsy or any other illness? Education and Acceptance! Education and acceptance can help to create a "normal" life for the individual who experiences seizures. On campus, the distribution of informative pamphlets on the subject accompanied by first aid techniques is the first step along with an Orientation Program established for faculty members and administrative officials conducted through the local Epilepsy Foundation. On a local level, the Public Broadcasting System could reach countless homes with a specific message dealing with the most misunderstood physical disorder. Family members and friends should re-enforce their love and acceptance of the person. The epileptic should be encouraged to continue with his/her career, social activities, and all athletic activities that are not detrimental to his/her health. Proper rest, diet, and the daily administration of anti-convulsant medication should always be maintained. In essence, the epileptic should be regarded as an individual, just like you or your neighbor, who may or may not wear glasses, who may be right handed, left handed, or ambidextrous, *and who also happens to have seizures!* The time has come to elevate the person with epilepsy from a second-class status to a full, equal member of our society.

I personally know that I can't walk down the road of life alone, so, if *you* can, and *you show you care,* than I know *we* can do anything *together!*

Becoming Vocally Handicapped at Age 49: Adjusting, Coping, and Overcoming

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In November of 1976, my voice suddenly began to waiver and to become raspy. Because of the success of my book, I was speaking more than I was accustomed to. Therefore, I figured I was straining my voice.

Since the above description of what started happening to me in November of 1976, I became a vocally handicapped professor at age 49. In this article, I describe some of the medical, the emotional and psychological, and the professional and social experiences I had and continue to have.

MEDICAL

As my voice continued to deteriorate in April and May of 1977, I went to a throat doctor who hospitalized me for a Microlarngoscopy that revealed nothing.

In November of 1977, I flew to New York City where the doctor found my "right vocal cord does not move—probably paralysis."

Back in Buffalo after innumerable tests, my internist told me the cause of the paralysis was idiopathic. As we talked, he called my allergist whose records reported my receiving the Swine flu immunization just prior to complaining about my voice. Whereupon, my internist said that the Swine flu shot *may* have caused the paralysis.

After additional tests, seeing other doctors, some voice therapy, the initiation of legal action against the government, research around the Swine Flu inoculation program, on March 25, 1981, I received a letter from a Diplomate, American Board of Psychiatry and Neurology which stated, "It is my opinion on review of the records, that the vocal cord paralysis. . .was a consequence of the Swine Flu immunization which you received on November 24, 1976. I think, incidently, that this is a rare complication, probably there is not more than a few of them in the world."

Finally, a doctor was willing to confirm what a number of doctors had indicated "may be."

EMOTIONAL AND PSYCHOLOGICAL

From November of 1976 until November of 1977, my voice became worse. Actually, around November of 1977, my voice practically disappeared. Because I could barely be heard, I was given a whistle at our State CEC convention in Buffalo.

In the fall of 1978, I went for therapy at our University clinic and felt my voice was coming back. Optimistically, I went to a doctor who found my right vocal cord still paralyzed. That was the toughest news I ever had to deal with. I had felt so good about sounding better, the doctors negative report really hurt. It took about a week to get over the depression.

There was one other time I felt really depressed. I came across a cassette of a radio interview with me that was aired on the day I received the Swine flue shot; the cassette had been recorded two weeks earlier.

After listening to the cassette for a few minutes, I turned it off; I could not take hearing my pre November, 1976, voice. That experience depressed me for a few days too. I believe that there were also some tears in my eyes.

Although the University had an amplifier installed in my office phone at my request, I continue to have problems around telephoning from my office or from home. So often, when the person on the other end does not hear me too well, the pressure is put on me with such comments as, "I can't hear you. You will have to speak up;" "You'll have to speak louder;" "I can't hear you whispering like that;" or "There is a lot of noise here, please talk louder." Very often *I sense* a nastiness and annoyance in their voice.

It seems as though I gird myself when I have to call an unfamiliar number since I never know what my voice will sound like. Common responses to my calling are: "Yes ma'am, that is their new number;" "I want to speak to Dr. Foster, not his secretary;" "Oh, I thought it was your secretary;" "No ma'am, no one has reported anything to me;" "Is this her mother (When someone is calling for one of our daughters.);" "Mrs. Foster, are you interested in our purchase offer?"

My mood determines how I react to the gender mistakes about my phone voice. Sometimes, these conversations exasperate me. At other times, I ignore the comments; while, at other times, I say something such as, "This *is Mr. (Dr. — Professor)* Foster."

Another phoning incident stands out in my mind. I had been trying to get back to a new student for a few days when I finally reached his wife. As we talked, I noticed a certain quiver in her voice. Whereupon, I quickly explained who I was, and my voice problem. When I spoke with her husband later, he told me his wife thought she was getting an obscene phone call.

It is interesting how people react to me when I start speaking. Some people will yell at me. A couple of times waiters whispered to me, while a few waiters have mocked my voice. Sometimes, these responses get to me, while at other times I chuckle.

When I am speaking with someone, and I notice a hesitancy or certain look in their eyes, I explain my voice problem to put them at ease.

Often, they will respond, "Oh, I am sorry." To which, I will often respond, "Look, I'm lucky, I could have been killed or been paralyzed somewhere else"

Some interesting things have also happened with old friends. One friend and colleague wanted to call me but hesitated because he had heard that I had throat cancer. In a number of cases when I called old friends from my New York City teaching days, their early response to my voice was usually, "No, it can't be you."

Often, students will point out that they have never heard my "old" voice. In this respect, my students have been just great.

About three years ago, I was in Boston participating in a Project Adventure urban adventure when I had a very frustrating experience. Four of us were in downtown Boston when we decided to hail a taxi. The three guys ran out into the street and started yelling for a taxi, and all I could do was stand on the curb and wait.

Loud parties, intermission at a concert, and fair sized dinner parties have become my nemesis and frustration. I used to be able to command quite a bit of attention when I spoke at any of the aforementioned; no more. First off, I usually can not be heard. Secondly, so often, people will not let me into the conversation. After innumerable attempts at getting into the conversation, every now and again, someone will say, "Herb has been trying to say something," or, "I want to hear what Herb has to say."

PROFESSIONAL AND SOCIAL EXPERIENCES

My student's used to tell me I had a *bad rap.* I was good. I could get up before an audience of a couple hundred or a thousand and get their attention as soon as I opened my mouth. Actually, I am slowly getting there again.

When I speak now, my first words are, "I guess you want to know why I speak this way?" I then explain my voice problem and tell everyone I am not in any pain, and my voice gets stronger as I speak.

I do not now feel I have any real problems in speaking in class with my students. Actually, the University purchased a small amplifier that I used when my voice problem started. Presently, I use it very little.

In the early days of my voice problem, I had more problems with colleagues than with students. Very often, they just would not let me into the conversation at, for example, a Department meeting. Lately, though, I have managed to get better control of my voice and feel better psychologically. Hence, I am holding my own with colleagues; I even spoke up at a faculty meeting recently.

About two years ago, I ran into a colleague from another of our faculties outside a store. We spoke for awhile and then got into our cars. Just as I was rolling up the window of my car, he rushed back to me and said, "Herb, you sound just like a fag." I do not remember whether I responded or not. However, what he was doing was speaking pejoratively of one minority group to put another person down.

I had a very positive experience last spring that, psychologically, helped me tremendously. I have some very dear friends who run a resource room at a local high school. Each May, they take from forty to fifty of their students on a four day and three night outdoor experiential adventure. On a number of occasions, I had gone with them for a day or two where I usually called the Virginia Reel and taught everyone the Jessie Polka. Last spring, however, I went with them for the entire experience.

I went along as a counselor/teacher and slept in a bunk with a handful of students. I led a number of activities including a one day eleven mile hike. There was also one incident that I was involved with that bears repeating.

One of the boys who has a phonic ear had a problem the last night in camp. He corraled two other staff and me with complaints that his bunkmates had tied his pajamas and stolen his flashlight batteries. The four of us trooped off to his bunk only to find he had exaggerated his predicament. As we talked, the student mentioned that his mother had told him that he was different, and he had to be careful about what he did because of his disability. Furthermore, he felt the students picked on him by tying his pajamas in knots and stealing his batteries because he was handicapped.

For the first time in my life, I was handicapped and working with handicapped adolescents. So, I said to him, "That's bull. Look I have a voice problem but it doesn't stop me. I won't let it make me disabled. Don't use your handicap as an excuse for your behavior. You can do anything you want to do, etc." I was really caught up in my argument. One of the other teachers then pointed out to him a fellow student who was a great deal more physically handicapped, and none of the others picked on him or put him down because of his handicap.

That trip was the most important positive experience I have had since I received the Swine flu shot. I guess the bottom line was *could I still work with emotionally and physically handicapped adolescents?* The experience answered that question; I still have not lost a day of work, and I am getting back to being my old self.

The Mainstream Stops Here!

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Voltaire has said that our character is tested by the way we act when our plans are interrupted. My character left a great deal to be desired in the fall of 1981. It was exactly five minutes before my freshman General Survey of Literature course would begin. Since it was an evening class, it fell under the jurisdiction of the Continuing Studies Office. The assistant director came rushing breathlessly up to me with the news: "You're going to have a totally deaf woman in your class who does not read lips!" I looked incredulously at the messenger and my mind flashed back to an early Greek custom—when a message boded ill, it was quite common for the receiver of the message to kill the messenger. While my thoughts weren't quite murderous, I was highly vexed and annoyed that 1) they had put her in my class, and 2) they were giving me shamefully short notice. I put on my most imperious professorial attitude and said coldly, "You'll simply have to find another section to put her in. I rarely work by the lecture method, so she couldn't even copy notes off the board; instead, I use the small group approach in which conversation is imperative. This absolutely won't work." Then I added snivelingly, "It just wouldn't be fair to the student," as if I were at all concerned with her at the moment.

I hate to admit that her welfare was farthest from my mind. What was concerning me was the perfect symmetry of my class as I had conceived it and as it has worked so perfectly in the past. Had you asked me or anyone who knows me if I were biased or prejudiced, the answer would have been a resounding "No!" This surely didn't fall under the category of intolerance or discrimination. It was just that I wasn't prepared, I kept telling myself. When Joanne came in I smiled broadly and gestured for her to take a seat. The woman from Continuing Studies had promised to look into placing the special student in another class first thing in the morning, so my cordiality towards the student was borne of relief rather than genuine welcome.

When the next class arrived Joanne was still there, accompanied by a note from the Registrar: "Ms Camden must remain in your class because of schedule conflicts if we try to place her in another. Do the best you can." I'll bet they tried real hard, I muttered under my breath.

I broke the class into small groups. Usually I give a list of verbal questions to the group scribe; I realized that I would have to do extra work now—the questions must be written so that Joanne could understand them. I asked the group to be patient and to write their answers instead of discussing them. That particular group finished only three of the seven questions posed and after class representatives of the group came to ask if something couldn't be done to relieve the pressure of having Joanne in their group. They needed to go slowly because of her and resented it. I became annoyed at their lack of patience and simple Christian charity (it was, after all, a Jesuit school). My hypocrisy immediately dawned on me. They were reacting the same way I had when told she was assigned to my class. I told them we would work out a solution.

The third time the class met, a woman who had previously worked with deaf students on a volunteer basis offered to help. Phyllis didn't sign but had evolved a primitive method of communicating with the deaf. Another woman offered to bring carbon paper and try to take notes during class discussions for Joanne. After class, Phyllis came to me and told me something that I was unaware of according to law, the school must provide a signer for Joanne. Why didn't she have one? A good question. I went to Continuing Studies. They admitted that it was costly and that they had been dragging their feet, hoping that I would work something out. I was appalled at their attitude; again, I realized how it mirrored my own initial reaction.

When the fourth class met, Joanne walked in with the signer that the school had finally obtained. Her group agreed to speak slowly so that the signer could transmit most of what was said. After class, Bill, the signer, said that Joanne wanted to thank me for my efforts. Tonight she had gotten at least 85% of what transpired, compared to 25% during previous sessions. I felt like a hero. I gloated too soon.

A week passed. Joanne and her signer remained in the group which originally had protested her presence. I noticed that the group members made no effort to make their comments in the direction of the signer, nor did they articulate carefully or speak at a level which would aid the signer. It seemed like a concerted effort to ignore the nuisance among them by not acknowledging her or the signer. I decided to begin to move Joanne from group to group, hoping there would be others in the class more responsive to her needs.

After class I asked Joanne if she would like to try working in another group for a while, to widen her circle of friends was the way I put it. I couldn't help

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Writing Techniques For Mainstreamed Disabled Students

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The problems that disabled students have with writing vary widely, of course, with each disability. Many paraplegics have no problem beyond fitting comfortably behind a desk, and the blind student faces technical difficulties that seem in no way like the problems of the student with no use of his hands. However, all students, regardless of their disability, need to develop techniques to get their writing on to the paper and then to devise another method which will enable them to revise their first draft.

The most practical methods are those that the student can carry through, either unaided, or with a little help from a friend or student aide. A cooperative instructor is always helpful, but if the disabled student can operate with little or no special help from the instructor, the students' options are much greater, especially in a mainstreamed situation.

The suggestions that follow are not comprehensive solutions, but they are simple and inexpensive. These methods may help a disabled student make his way through, not only English courses, but other courses that require writing. They may also be helpful to the teacher who finds a disabled student in class for the first time.

Orthopedically Disabled Students

In this category I am including anyone who can not write with his or her own hand or whose handwriting is seriously impaired such as students with cerebral palsy, muscular dystrophy, or spinal injuries. I learned a valuable lesson several years ago from a student with cerebral palsy. She was assigned a student aide to whom she dictated her writing. As she dictated to the aide, she found it indispensable to sit on the left side of the aide who was right-handed because it was critical that she be able to *see* what she was saying. If she sat on the right side, the aide's hand obscured her view of what was being written. For her to hold a focus on the organization of her writing and to control the syntax of longer, more complex sentences, she needed to actually see the writing as it unfolded on the paper. Later this same student developed a technique in which her writer used an overhead projector which made it even easier for her to study her own writing as she dictated. It is not enough just to dictate into a void. The disabled student needs to see what is being written in order to fully control the writing process.

Some disabled students that I've worked with have been able to write slowly, some by hand, some by other means. One typed, using a pointer attached to a hockey helmet; another typed with a pointer that she held in her teeth. However, in most of these cases the writing was quite slow and required a good deal of physical exertion. The slowness and the lack of fluency made it difficult for the writer to maintain his or her train of thought. The obvious solution was to provide an aide who takes the dictation and produces a more rapid and visible transcription.

The disabled student who is dictating and the transcriber need to develop a rhythm that is comfortable for both. One student with muscular dystrophy told me that there needs to be a kind of "magic" between him and his writer. He added that the "magic" had little to do with his personal relationship with the writer. I still don't know what the magic is, or if it is anything mysterious. It may simply be the length of the phrases that both the dictator and the transcriber can handle comfortably.

One of my colleagues in the English department raised the question of accountability. Is a recorded transcription really the writing of the disabled student? With the exception of proof-reading, the spelling and punctuation is more the work of the student-aide than of the disabled writer-dictator, but certainly the words, the syntax, the content and the organization belong completely to the disabled student. Most will agree that the major aspects of composition are under the control of the disabled writer.

Blind and Deaf Students

The deaf student who is entirely dependent on signing, as opposed to oracy, has specific grammatical problems that relate to the structural differences between American Sign Language and standard English. The solutions to "deaf writing" are complex, requiring a comprehensive program. Therefore, I am not going to attempt to deal with such a complex problem in this short article. On the other hand, students, who lip read and speak, will probably have no special problems in writing.

Blind students who are being mainstreamed in a regular school can use a number of fairly simple techniques to record their writing for their seeing instructors and also for themselves to facilitate revision. They need to learn to type, but simply typing an essay is not sufficient for the complete process of composition which includes revision. After typing a draft, blind students need to have their words transcribed into a form that is readable for them so that they can evaulate and revise. This form would be either a braille copy or a tape recorded copy. A taped transcription of a typed draft can be conveniently made by a friend, a family member, or by the instructor. I have used the taping technique with several blind students. I tape recorded the draft that they wrote and then added my suggestions for revision. The student then revised from the taped revision. Another blind student rejected this method because he did not wish to depend on anyone in the whole composing process. He chose to either tape his first draft or to write it in braille. He would then revise the braille or taped the draft into a type-written copy that was submitted to the instructor who could respond in a brief conference or on tape. In either method the student produces a draft that he can carefully and deliberately evaluate. The limitation of the type-written draft is that it passes out of his senses the moment it is written. Unless the student has an excellent memory, he or she will have difficulty remembering exactly what has been written.

Learning Disabled Students

The learning disabled (LD) students who can express themselves adequately or even skillfully through oral language, but seriously falter in written expression are not lacking in linquistic skill. Such students are having difficulty making the switch from talking to writing, from vocal symbols to visual symbols. It is the switch from one sense to another that is the fundamental problem for students who have a damaged or poorly developed visual sense. Therefore, if this switch is the fundamental problem, it is also the key to compensation for the problem.

So how can the LD student successfully make this switch from the familiar, common channel of speaking to the unfamiliar and often frightening business of writing? I have found that a couple simple techniques can be helpful—tape recording and a quick, almost careless written draft.

The tape recorder can form an excellent bridge between speaking and writing. Instead of writing the first draft, the LD students can simply tape the first draft. They would prepare themselves for the taped draft much as they would for a speech, jotting down the main points in a simple outline. Once the draft is begun, the student should attempt a fluent dictation, going from beginning to end with as few pauses as possible. Maintaining the rhythms of spoken language will be especially helpful in the writing of sentences because the grammatical structures that are marked in writing by periods and commas are marked in speech by pitch and stress.

After the students have a tape recorded draft, they can transcribe it into writing, revising as they go, changing a word here, adding a sentence there. The important point in this method is that the technical aspects of writing are separated from the expressive aspects. The non-disabled student can usually comfortably handle both the expressive process (What am I going to say, and how am I going to say it?) and the technical process (How do I spell, form the letters and punctuate correctly?). For the LD student, the technical process seriously interferes with the expressive process. In fact, spelling or forming letters is at a whole different level of concentration than the expression of one's ideas.

Another method that builds on the same theory of separating the expressive from the technical is to encourage the student to write the first draft as quickly as possible. At this stage, I tell my students, "Don't be careful," too many students attempt to get it right the first time. Such an attempt forces them to juggle all the facets of written communication at once: "What shall I say next?" "What is the best way to say it?" "How do I spell *natural?*" "Are there one or two bumps in the first letter?" This multi-leveled intellectual maze can paralyze a learning disabled student.

The Role of the Classroom Teacher

A complete educational program for disabled students depends finally on the instructors who can adapt their teaching to accommodate the disabled student in a regular classroom. The specialists in rehabilitation or special education can organize effective support services, but it is up to the classroom teachers of math, science, English or physical education to provide effective teaching. They best understand the learning processes that are specific to their discipline. If the adaptive techniques are simple and unobtrustive, the disabled student will feel more comfortable in the classroom, not like a special case, but simply another student.

Issues of *The Forum* are generally abstracted in *Resources In Education* with availability in microfiche. Issues are also generally abstracted in *Exceptional Child Education Resources.*

Add Some "Discovery" To An Orientation Program For Deaf Students

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A summer orientation program for incoming Freshman students is not an uncommon program at many colleges across the country. Orientation programs seem to be one way of disseminating information and collecting data on new students. It is a time of placement tests and the traditional long lines of registration. But at Gallaudet College, summer orientation means more than testing and registration. Orientation is a complete introduction to the college environment and for those lacking knowledge and skills it is also an introduction to a mode of communication.

Gallaudet College is the world's only Liberal Arts college for the deaf. At Gallaudet the official mode of communication is the "Simultaneous Method" ("S.M."—the blending of sign language, gestures, speech and/or lip movements).

Gallaudet College has an undergraduate enrollment of 1300 hearing-impaired students who geographically represent every state in the nation, Canada and many foreign countries. The educational background of the students is diverse. Many have grown up at home and attended public schools, while the majority have been enrolled in state residential schools for part or all of their school years. The variance in educational experiences contributes to the diversity of sign language communication skills students possess. To facilitate instruction, new students lacking skills in the simultaneous method are provided an introductory course, a precursor of the regular summer orientation program.

The overall summer orientation program is therefore twofold. Phase I, an arbitrary name for reference purposes, is a three week introductory experience in the development of simultaneous communication skills. Phase II is a ten day orientation to college life at Gallaudet, academic advisement sessions, information sharing, placement testing, and registration. The entity is titled "Discovery" and its uniqueness lies in the fact that it is an activity-oriented program of New Games (Fluegelman, 1976). New Games is the name given to a type of group activity where the object is not to win in the traditional sense, i.e., to beat an opponent; instead, the players must focus on being cooperative in order to succeed. People don't watch new games; they participate. Recreational activities include such conventional things as volleyball, tennis, outings to various amusement areas, and roller-disco parties.

A rope course may present an individual or a group with a challenge. For some, the challenge may be physical; for others, it may be mental. Discovery itself is designed to offer experiences which promote feelings of trust, responsibility, and improved self-concept. This problem-oriented approach to a task requires a solution achieved through a decision-making process. In an initiative game the solution must be achieved through group planning and teamwork, with individuals gaining from this a sense of their own worth as a part of the group.

The students are not only participating in group problem-solving activities, but are at the same time attempting to use newly acquired communication skills. New signers may be awkward, jerky, and frustratingly slow in expressing themselves. The group interaction is challenged by the method of presentation of ideas.

Non-verbal communication skills have a high rate of success. Ways of expressing oneself non-verbally can be tested quickly with the results at hand. Imitating or demonstrating a physical skill is a form of pantomime which offers successful expression of ideas. It is obviously easier to communicate a physical movement than academic ideas through rudimentary sign language. The "Discovery" program is capitalizing on this opportunity to make the transfer from speaking to signing. The novel initiative games add the element of motivation through obstacles of group process.

Phase II of the summer orientation program is a ten day introduction to Gallaudet. The program consists of presentations by various support services on campus, academic advising, an introduction to the college community, placement testing, as well as other introductory workshops. Recall that Phase II is required of all incoming students—those proficient in sign language as well as Phase I students.

Because of time constraints, the "Discovery" program during Phase II is limited to a half day experience of New Games and ropes and initiative games. At this point students with a wider variance of communication skills are integrated into challenge activities which require group discussion and decision making. Since the Phase I students have previously participated in the activities, they quickly offer sug-

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The Learning Disabled and Post-Secondary Education

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A new kind of student is emerging in the post-secondary schools. Due to changes in legislation, colleges are suddenly encountering a change in their student population. A once invisible population, is now given the opportunity for a college education, due to compliance with affirmative action programs for handicapped students. We have seen national interest in improving and expanding educational opportunities for handicapped learners. Two of the most influential federal laws that have had the greatest impact on programming for the learning disabled youngster are:

1. PL 94-142—The Education of All Handicapped Children.
   This law mandates all handicapped children between the ages of 3-21 years must receive a free and appropriate primary and secondary education.
   The effect of this law has been a greater number of learning disabled students have academic records and have completed high school programs. There has been increased eligibility towards post-secondary programs.
2. Section 504—The Rehabilitation Act of 1973.
   This law states that there shall be no discrimination against handicapped students in our nation's colleges and universities. This law makes every effort to assure that no otherwise qualified handicapped person, is on the basis of his handicap, subjected to discrimination.
   This law certainly includes all persons experiencing learning disabilities. This becomes especially important to post-secondary education and training programs, because it puts the burden of compliance upon the education and training institutions rather than upon the handicapped individual.

In college and other post-secondary institutions recruitment, admission and the treatment of students must be free of discrimination. Quotas for admissions of handicapped are ruled out, as are pre-admission inquiries as to whether an applicant is handicapped. However, in many cases, voluntary post admission inquiries concerning handicapping conditions enable an institution to provide necessary services. Colleges and universities must also make reasonable modifications in academic requirements, where necessary to insure full educational opportunity for handicapped students.
Such modification may include:

1. Extension of time for completing degree requirements.
2. Adaptation of the manner in which special courses are conducted
3. Tape recorders, note-takers, and readers.

The learning disabled student on a college campus may present no visible signs of their severe handicap. They may not have braces, crutches or hearing aids. But many will possess a soft sign of this impairment. Due to faulty visual perception, the L.D. student may seem clumsy, awkward, or poorly coordinated. By the time a student reaches college age he may have learned to hide symptoms of hyperactivity, but many will still have some kind of nervous habit such as hair-twisting, leg-swinging or rocking. Their attention span will still appear short. An L.D. student will turn in a written paper that is sloppy in appearance. His handwriting often appears childish and out of control. Some L.D. people often write phonetically or reverse their letters.

Many college teachers will find them challenging, puzzling and some even exasperating due to the great inconsistencies in the student's performance. A student might appear to have a good grasp of the subject during class performance, but given a multiple choice test, or written test, he will rank at the bottom of his class. This same individual may do well on an oral type exam. Those that have reached this far have been fortunate enough to have the necessary support from parents and teachers. They, too, are special in their courage to withstand failure and self-doubt.

The standards set for the L.D. student must be the same competencies expected of all other students in the class to obtain a final grade of passing. One should not lower their standard of teaching on the post-secondary level to accommodate the L.D. student. A grade should be based on how much the student has learned. Many L.D. students prior to college have spent so much school time on remediation that there has been virtually no time for them to receive instruction on how to write an essay, how to organize, or write term projects. These skills are necessary to fulfill requirements of a college class. The L.D. student should be provided with a tutor

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The Disabled Student In Teacher Education Programs

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A common problem faced by colleges and universities implementing Section 504 of the Vocational Rehabilitation Act of 1973 is that increased numbers of qualified handicapped students are entering teacher preparation programs that are generally unprepared to face the unique challenges of this group. This paper focuses on some of the general problems the handicapped college student may encounter and the specific challenges faced by teacher educators serving exceptional learners. It focuses on problems other than those of physical accessibility, an area adequately covered in the literature (Cotlers, 1976; Russo, 1974, 1975; Tica, 1974).

Some Generalizations

Perhaps the greatest hindrance to the handicapped student's success in teacher education programs is the attitude of the faculty. Faculty members tend to respond to handicapped students in stereotyped ways by category, rather than as unique individual cases. In teacher preparation programs, these attitudes tend to surface in discussions over whether a student with this type of disability or that type of disability could teach in elementary, secondary or special education classrooms. Once this *a priori* speculation is set aside, faculty are better able to judge the abilities and disabilities presented by each handicapped student. Decisions cannot be made on the basis of a categorical label.

At the same time, the mere fact that the handicapped student has been admitted to a teacher preparation program neither signals a decline in academic vigor nor guarantees success. Under Section 504, the student has the right to enter the program of his choice and attempt the curriculum, but if he cannot exhibit the skills needed by practicing professionals, he may be denied certification and/or graduation. Put simply, the handicapped student should be afforded the same chance to succeed or not succeed afforded the non-handicapped student.

Finally, many of the instructional modifications needed by the handicapped student will be of value to non-handicapped students as well. A number of the instructional considerations presented later are elements of quality instruction thus benefiting all students.

Handicapping Conditions

The handicaps of students entering teacher preparation programs typically fall into one or a combination of four categories:

1. Mobility impairments ranging from wheelchair confinement to walking with difficulty
2. Visual impairments ranging from partial sight to educational blindness
3. Hearing impairments ranging from impaired hearing to deafness
4. Learning disabilities including problems of listening, speaking, reading, writing, or dealing with the symbols of mathematics

Identifying Students with Handicaps

Before program modifications can be planned, it is necessary to identify those students with handicaps and, more importantly, the specific nature of their handicaps. While this identification can occur at any point in the student's career, there are some natural points at which referral and identification may take place. Perhaps some students will have been admitted to college not knowing that certain modifications are available. Therefore, it is critical that they are made aware of their rights as early in their college career as possible. Academic advisors should make *all* their advisees aware of the rights of students with handicapping conditions.

Referrals may also be made by faculty in whose courses the students are enrolled. Inservice training of faculty can increase their awareness of problems that may be caused by the more subtle handicapping conditions. The rights of handicapped college students should again be discussed in introductory courses to education and students who are handicapped may opt to refer themselves. However, in all situations, whether to be identified as handicapped or not is a decision that must rest with the student.

One individual or office on campus should assume responsibility in coordinating programs for handicapped students. The individual may be housed in the Affirmative Action Office, the normal counseling and advising office, or the office of the dean of students. The function of this office is to receive referrals from various sources, conduct initial counseling sessions, verify the existance of a handicapping

condition, and serve as an advocate to handicapped students in receiving services to which they are entitled. This office should ensure that faculty teaching courses in which the student is enrolled are aware of appropriate instructional modifications and that the necessary tutoring and counseling services are provided. A major responsibility of this office should be the inservice training of faculty in recognizing and working with students with handicapping conditions.

Possible Modifications

Some of the instructional modifications which should increase the probability of success of handicapped students include:

1. Permitting students to tape lectures and discussions for future study
2. Providing students with study questions which pinpoint important information in readings
3. Providing students with structured notes covering lecture material
4. Using more visual and instructional aids to make abstract material more concrete
5. Providing students with written narratives of films and other AV aids
6. Providing lists of objectives for each class or assignment
7. Scheduling individual conference times for students
8. Supplying note takers for students
9. Supplying interpreters for students unable to follow oral presentations
10. Providing for preferential seating for students who need to closely monitor the instructor's presentation
11. Providing braille and/or typed books
12. Distributing written directions for all assignments

Instructors must assume responsibility for some of these modifications but others should be provided by the college with the instructor's permission.

Modifications may also be needed in the testing procedures used with handicapped students. Here the assumption is that the student may have acquired information but may not be able to demonstrate learning because of his particular handicapping condition. Testing modifications that can be made include:

1. Providing a longer time for students to take tests
2. Reading the test orally to the student
3. Providing a means by which the student can orally record answers to essay exams
4. Permitting the student to dictate answers to a proctor who records answers verbatim
5. Permitting calculators and other aids (e.g., Krevisky & Linfield, 1963) to be used during tests

Finally, there are certain instances where handicapped students should be permitted to substitute some courses for others in which the handicap would preclude successful completion of the recommended course. However, such substitution should be permitted only in courses not essential to performance in the student's major area of study. Thus, a student who has a disability in writing may be required to complete a course in which writing is the major emphasis. However, the skills in such courses should be essential for successful performance in the student's chosen profession.

Counseling, Tutoring and Advising Services

Career counseling should be available to the student as early in his college career as is practical. The assumption can be made that some handicapped students who select teaching as a profession will neither have nor be able to develop skills to enable them to be effective teachers. The same is true of non-handicapped students. Rather than focusing on generalizations regarding the student's handicap, the student's individual pattern of strengths and weaknesses should be considered when discussing teaching as a career. Providing the student with early practicum experiences in classroom settings should help him see the demands placed on teachers and should help him evaluate his abilities in light of these demands. Frank discussions should follow each of his practicum experiences to be as certain as possible that he is realistically evaluating his chances for success in teaching. If this tack is followed, it should be rare that students are told that they will not be permitted to continue in the teacher preparation program because of a lack of necessary skills.

When this decision is made, it should not be made by an individual faculty member or advisor. Rather, a committee that is well informed of the student's abilities and disabilities and including one or several advocates for the student should be the decision-making body. Whenever there is doubt as to the chance for success, the student should probably be allowed to continue. However, if the decision is a negative one, the student should be informed as soon as that decision is reached.

Counseling for problems of a more personal nature should also be available as it is likely that the handicapped student will meet more frustrations than his non-handicapped peers. Some of the problems he may face involve the amount of time he must spend studying, his interactions with a student body that may not have a realistic understanding of his handicap, and lack of self confidence in completing course work. Services should include both an individual and group counseling component.

Tutoring services are also critical to the student's success. Frequently the problems faced by many handicapped students, especially those with learning disabilities will revolve around how to organize, store, and retrieve information presented through course work. Tutoring sessions may include strategies for organizing study time, means of profiting from reading assignments, lectures, and discussions; and skills in studying for and taking examinations. Such services should be directed at helping the student learn how to learn rather than helping the student learn specific course content. Alley and Deshler's (1979) provided excellent suggestions in implementing a learning strategies approach to tutoring.

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Section 504

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institution does not have to make every classroom accessible, but it may have to make alterations to allow accessibility or reschedule classes in buildings where accessibility is available in order to make the program open to handicapped students. In the early period after the passage of Section 504, the major complaint was the lack of proper accessibility but this has been resolved to some extent.

In conclusion, educators, whether dealing with administration or class room teaching must look at the handicapped in terms of ability, not disability. We must *constantly strive* to break down barriers toward the handicapped both mental and physical in order to allow all students to reach the highest achievement of which they are capable.

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Focus on Learning

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this problem.

Q. Let me ask a different question about the importance of a diagnosis of neurological impairment.

Scott Right now neurological impairment is the qualification, but once we have a service definition of severely learning disabled in New York State under the new regulations, neurological impairment will not be the qualification. It will be one of the qualifications.

Q. There is some confusion now because in some quarters the operative term is "neurological impairments/learning disabilities."

Scott We need a definition of severly learning disabled that has as one aspect, neurological impairment, not any such all inclusive term.

Q. What would happen right now if I was a learning disabled adult who had been diagnosed by a licensed psychologist as having associated neurological impairment and presented myself in your office for services today.

R.S. We would determine if you qualified, based upon your neurological impairments under existing New York State regulations. We then would have to attempt to locate appropriate services. In many locations at the current time we would have some difficulty in locating the appropriate services.

End this conversation has been helpful. I appreciate your taking the time and describing the directions of your activities that hopefully will provide further resolution to this problem.

The Mainstream Stops Here!

(Continued from Page 1)

mentioning that her group seemed to ignore her and the signer so that it seemed to me as if much of the group discussion was lost on her. Joanne looked at me in wide-eyed surprise, "Oh no, please don't move me. I'm used to them now, and they're used to me. They're ignoring me is their way of letting me know that I'm not a sore thumb. If I move, I'll have to make a large adjustment." I was amazed; what I had perceived as neglect was counted as acceptance by Joanne. I began to understand. Handicapped get tired of being singled out and noticed. They feel less conspicuous when others forget their presence.

At mid-term, Joanne completed a writing assignment; she did just fine. There were no gross technical errors and she had a very nice narrative style. The assignment was to write a brief fantasy. Joanne chose to invent a character who went to medical school and became a renowned cancer researcher, first woman to win a world-wide prize for her work. This character made friends with men but took care not to become sexually involved. I wondered how much of this reflected her own dreams and life.

I did notice that sometimes her vocabulary didn't quite fit the sentence. For example, in one place she said that her fictional character "wanted someone to work with her and advise her toward better obligations". I expect that this was a result of not hearing the languge used. Also, she had a tendency to riddle her work with cliches, but since this is a common failing of freshman I don't think it reflects on her handicap. Her writing was spare, that is, she had to be taught to include an introduction when writing about a topic. This seems the natural outcome of having to sign to communicate—one trims the language to obtain meaning. Superfluity was not her strong point. She was, however, a quick learner and her writing improved as the semester progressed.

From time to time during class I would glance at Joanne and try to imagine a world without sound. And then I tried to imagine what it was like to have a handicap and be faced not with sympathy but resentment and coldness, as if the handicap was something I had planned to annoy the world with. I realized that the handicap is only a small part of what Joanne had to face. I was glad I had the opportunity to meet Joanne. This particular semester, the teacher learned far more than the students.

Add Some "Discovery"

(Continued from Page 14)

gestions for problem solution and are active members of the group. This advantage of familiarity prevents the new signers' ideas from being suppressed or overlooked. It is notable that the new signers are given a chance to communicate their ideas slowly and awkwardly instead of never being recognized. It is an opportunity that everyone should be afforded.

Another advantage for the new signers was their familiarity with solutions to the problems; they were not dependent on total comprehension of sign language to participate actively. The new signers could move from the outer circle of spectatorship to the inner circle of activity and leadership. The advantages of prior participation offset lack of communication skills and created for the new signers a more positive experience.

The "Discovery" program reinforced the objectives of experiencing group decision-making processes, provided successful experiences for developing self-confidence, trust and cooperation and most of all contributed to the integration of students with various communication skills.

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The Learning Disabled

(Continued from Page 15)

who would assist him in learning the mechanics of preparing such papers. The L.D. student will need help in finding alternate ways of learning and retaining the required material. As will alternate ways of testing the student for comprehension be needed. A test should truly demonstrate knowledge, whether it is an oral exam, hands-on-demonstration, or open book test. The purpose of testing is not to confuse or catch a student. Most L.D. students have skills and talents which they can use well.

The learning disabled student needs time to make a transition from high school onto the college setting. This transition must take place gradually. It is important to involve the L.D. adolescent in the decision-making process towards his/her future plans. The L.D. adolescent should understand his own abilities and limitations, thus be better equipped to develop realistic vocational aspirations. Schools should plan and provide a career education curriculum that includes more than just occupation information and skill training. Career development is a developmental process, it is an aggregate of an individual's total development-cognitive, affective and psychomotor. Significant deprivation in any aspect of human growth can affect career development.

Students applying to college programs who know they will need special assistance, should indicate the fact they have a handicapping condition at the time of application and be prepared to share all pertinent individual records. Students seeking admission to any post-secondary program would check to find out what assistance, if any, is available. Under no circumstances should a prospective student assume that special provisions will be made for his learning disability just because his is otherwise eligible for admission.

The learning disabled student can reach his goals, depending on the student's level of motivation, will, and determination, in addition to general intelligence are deciding factors of success. Selection of a college or post-secondary institution should be based on the student's chances of having a successful experience within that program.

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The Disabled Student

(Continued fromPage 16)

Field Experiences

As was mentioned previously, handicapped students in teacher preparation programs should be exposed to classrooms as early as possible to permit informed decisions regarding continuation and to help them begin to develop skills in teaching. It is probably wise to inform the school district and cooperating teacher beforehand of the student's unique abilities and disabilities. It would not be necessary to label the student as handicapped but the cooperating teacher should have an idea of the types of problems and skills the student brings to the practicum experience. The same would be true of non-handicapped student's participation in practicum settings. In all cases, the practicum site should not be hand picked to ensure the student's success unless the setting is representative of that type of class in general.

Summary

Working with handicapped college students is in its infancy; consequently many of the recommendations included in this paper are not based on any well-established precedent. The several keys to success include a faculty willing to modify their instructional approaches, the involvement of the students themselves in suggesting solutions to problems and the provision for early and continued field experiences which will permit students to evaluate their own capacities for working in the classroom. Failures are frequently due to the presence of a handicapping environment rather than the presence of a handicapped student.

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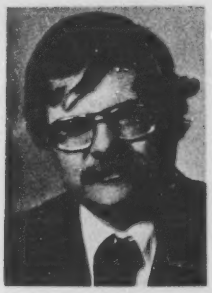
President's Message



Gary O. Carman, Ph.D. (615)

This is my last message to you as President of the New York Federation Council for Exceptional Children. It has been my honor and privilege to serve as your President this past year. As I look back over this past year the highlights that come into view are:

1. The establishment of the office of Executive Secretary. The establishment of this position culminated an effort that had taken over three years of work by a number of past and current members of the Executive Board. The position was conceptualized as a graduate assistant position with membership service and development as the primary focus. This past year Agnes Apicella, a doctoral student at SUNY Buffalo, has been serving as the CEC graduate assistant Executive Secretary. Agnes has worked closely with Dr. Herbert Foster, the Editor of *The Forum* and I believe, has been effective in increasing the number of membership renewals occurring. This first year has been a "shake down year" for the Executive Secretary position and an expanded role is currently being developed by incoming President Alex Tureaud.
2. The annual conference was held in Buffalo, New York in November. The planning committee did an excellent job arranging a broad spectrum of professional programs. The fellowship activities were certainly highlights, particularly the famous Buffalo "Wings and Beer". Attendance, however, was disappointing. Professional and trade associations across the Country have been reporting drops in conference attendance and New York CEC conferences in recent years have been no exception. To examine this problem two committees have been appointed to review the problem and recommended improvements or alternatives. The Upstate committee is chaired by Dr. Chigee Cloninger, and the Downstate by Alex Tureaud. I am asking that you contact either one of the above if you can offer suggestions or help.
3. The Student CEC organization was very active this year. They revised their constitution and by-laws, built membership, were actively involved in the State conference, organized a charter bus to Houston, and planned and executed a number of activities, designed to help handicapped children, in their local schools. The credit for an excellent SCEC year goes to the student leaders who worked tirelessly to make SCEC New York the finest student member organization in the Country and Canada. They did it!
4. Award ceremonies were re-instituted by the New York Federation this past year. Under the leadership of Dr. Janet Jacobs awards were given in the following categories:
   Council for Exceptional Children Service Award; Friend of Special Education Award; Outstanding Retiree Award. For next year, the Board has added a Student of Year Award. This Award will be given to an outstanding undergraduate or graduate special education major who is also a CEC member.

Finally, the work this year of the regional representatives cannot go unrecognized. Your elected representatives are very professional, committed individuals. They have challenged the Executive Committee again and again to examine, re-examine and examine again our state organization. With their continued help and with the dynamic leadership of our new President for 1982-83, Alex Tureaud, I know that improved membership services and increased advocacy for exceptional children will be realized.

Thank you, each one of you, for your support this past year. You are CEC and because of you and your commitment to children it has been a year of fulfillment for me.

Memo

To: All Graduating CEC Student Members
FROM: CEC Regional Representatives, Chapter Officers and the New York State Executive Board

We, at CEC would like to extend our congratulations to all student members graduating this year. Best wishes in your career as a special educator.

We urge you to stay informed on issues and policies in your career choice, by maintaining your membership in New York State CEC. Membership includes *The FORUM,* as well as other journals and many important professional benefits.

If you move out of state, we suggest you retain your New York State CEC chapter membership and thereby continue to receive *The FORUM.* If you move away from your present CEC chapter, please contact the Regional Representative in your new area so you can join the local chapter. Also, notify national CEC about any address change on their toll free number, 800/336-3728.

The Regional Representatives and the counties included in that region are:

Buffalo—(Erie, Chatauqua, Niagara, Orleans, Genesee, Wyoming, Cattaraugus and Allegany)

Representative—Ms. Sally Quinby, 2679 Blakely Rd., South Wales, N.Y. 14139 (716) 652-1528

Rochester—(Monroe, Livingston, Wayne, Ontario, Yates, Seneca, Steuben, Schuyler, Chemung).

Representative—Dr. Chigee Cloninger, P.O. Box 321, Geneseo, N.Y. 14454 (716) 226-8197

Syracuse—(Jefferson, Lewis, Herkimer, Oswego, Oneida, Cayuga, Onondaga, Madison, Tompkins, Tioga, Broome, Cortland, Chenango, Otsego, Delaware).

Representative—Mr. Jerry Hartnett, 5357 Mudhill Rd., Brewerton, N.Y. 13029. (315) 965-8786.

New York Region #1—(Dutchess, Ulster, Sullivan, Orange, Putman, Rockland, Westchester).

Representative—Mr. Bernard Kosberg, 1156 No. Broadway, Yonkers, New York 10701. (914) 965-8786.

New York Region #2—(Manhattan, Bronx and Richmond)

Representative—Ms. Elizabeth Teahan, 3548 Tryon Ave., Apt. 4A, Bronx, N.Y. 10467. (212) 654-9311.

New York Region #3—(Queens and Brooklyn)

Representative—Mrs. Bertha Perez, 59-35 160th St., Flushing, N.Y. 11365 (212) 762-0579.

The Long Island Region—(Suffolk and Nassau).

Representative—Ms. Lois Smith, 53 Heitz Place, Hicksville, N.Y. 11801 (516) 681-3333.

Albany—(Franklin, Clinton, Essex, Hamilton, Warren, Washington, Saratoga, Fulton, Montgomery, Schenectady, Rensselear, Albany, Greene, Columbia).

Representative—Dr. Deborah May, 2E Harmony Hills Rd., Albany, N.Y. 12203. (518) 969-5473.

Professional News

Jed P. Luchow, Ph.D. (498)

Frances Partridge Connor, Richard March Hoe Professor at Teachers College, Columbia University (0045) received CEC's highest honor, the J.E. Wallace Wollin Award, at the annual meeting in Houston, Texas on April 14, 1982. Professor Connor, Chairperson of the Department of Special Education at Teachers College, was a past president of the Council for Exceptional Children. She has served on a President's Committee on Employment of the Handicapped and on the National Advisory Committee of the Bureau for Education of the Handicapped. Currently, Professor Connor is also the Director of the Research Institute for the Study of Learning Disabilities at Teachers College. Congratulations!

Gary O. Carman, Ph.D., President, New York Federation (248) and Bernie Kosberg, M.S., Director of Region I (615) New York Federaton, have recently published an article entitle, "Educational Technology Research: Computer Technology and the Education of Handicapped Children," in Educational Technology, the February 1982 issue.

Gary O. Carman, Ph.D., (615) and Richard Kern, M.S., are presenting a workshop entitled, "School Behavior Identification and Management Program: A computerized System for Therapeutic Intervention and Teacher Training," at the 1982 CEC International Convention in Houston, Texas.

Dr. Ruth F. Gold (856) of Adelphi University has just published a new text with Dr. Ernest Siegel. The new text, *Educating the Learning Disabled,* published by Macmillan covers basic theory and practical applications for all curricula areas elementary through high school.

Adelphi University CEC Chapter #856 will be sponsoring a conference on October 23, 1982—Autism: New Directions. The conference keynote speaker will be Dr. Eric Schopler. For further details contact Dr. Ruth F. Gold at 516-294-8700 ext. 7531.

Marion Alexis Papish (742), Secretary of the New York Council for Learning Disabilities has organized a statewide Speakers Consortium. The Speakers Consortium met at the College of New Rochelle's DC 37 campus on March 17, 1982. The Speakers Consortium encourages workshops on issues related to learning disabilities. For further information contact Ms. Papish at 212-247-2000, extensions 201, 210, West 55th Street, NYC 10019.

Richard Allington, Ph.D., (943) Department of Reading, SUNY at Albany has published his Visual Perceptual Skills Inventory (Jomar Pub., P.O. Box 9153, Schenectady, N.Y. 12309). The VPSI is a series of tests constructed to provide a developmental assessment of visual perceptual processes. It measures three basic visual abilities, including discrimination and memory for words. The tests are normed and an examiners manual is provided. Designed for screening and diagnosis in early school programs, special education assessments and reading disabilities identification. For further information contact Richard Allington, Ph.D., Department of Reading, SUNY at Albany, Albany, N.Y. 1222.

Joyce N. French, Ph.D. (615) of Manhattanville College would like to announce that this summer Manhattanville College will again offer a program for Learning Disabled Adolescents. We will address the special needs of teenagers in two ways. We will offer a Learning Strategies Workshop for Adolescents designed to meet their special academic needs. The focus will be on the particular problems of organization and information processing that many learning disabled students exhibit.

State CEC Election Results

The following will serve in NYS-CEC positions as a result of the recent election.

Statewide Positions

Vice President

Dr. Judith A. Bondurant
(President Elect 1982-1984)
(President 1984-1985)
(Past President 1985-1986)

Governing Board Representative

Dr. Gary O. Carman
(1982-1985)

Regional Positions

REGIONAL REPRESENTATIVE
Rochester
Dr. Chigee J. Cloninger
(1982-1985)
Syracuse
Jeremiah Hartnett
(1982-1985)
New York Region #3
Marlene Wechsler
(1982-1985)

Validated by Dr. Janet L. Jacobs, *Past President* NYS-CEC and *Chairperson,* Nominations/Elections Committee.

CONVENTION PRE-REGISTRATION FORM

YOUR ATTENDANCE at the 1982 Consortium Convention affords the promise of participating in stimulating workshops and the opportunity to establish additional "networks of professional assistance" throughout the state. Mail in your pre-registration form today.

REDUCED FEE FOR PRE-REGISTRATION (All fees will be increased by $5.00 for members and non-members and $2.50 for students during the conference.)

Please Check	**Members**	**Students**	**Non-Members**
☐ Full Conference	$20.00	$7.50	$25.00
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Friday ☐ Saturday ☐

PRE-REGISTRATION DEADLINE IS OCTOBER 22, 1982.

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INSTITUTION _____ PROGRAM _____

ADVISOR'S SIGNATURE _____

AFFILIATION: ☐ AAMD ☐ CEC ☐ NYSATH ☐ STUDENT ☐ NONE

Persons in need of special accommodations or equipment in rooms or presentations please indicate your needs:

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REGISTRATION INSTRUCTIONS: (1) Check all items which pertain to you. (2) Only one person to each form. (3) Make your check or money order payable to Consortium Convention 1982. (4) Mail pre-registration form and check/money order to Janet Pickard, RD. Box 230, Newport, New York 13416. PAYMENT MUST ACCOMPANY YOUR PRE-REGISTRATION FORM OR IT WILL BE RETURNED.

*FULL TIME STUDENTS only may register for the reduced fee. Those people who hold a full time paid position in addition to being a full time student WILL NOT be considered students for registration purposes.

Concord Hotel Reservation Blank

CONSORTIUM CONVENTION 1982

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Friday - Sunday, November 14-16, 1982

RATES & ACCOMMODATIONS

Main Building	**Daily Rate**
Concord Towers	☐ $78.00
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3rd or 4th Adult In Room	☐ $45.00 Daily
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Children (Under 16) In Room With Parents	☐ $28.00 Daily
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NAME(S) _____

HOME ADDRESS(ES) _____

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GRATUITIES: A charge of $7.25 per person per day day will be added to your bill to cover dining room personnel and room chambermaid.

Important Note: This reservation must be accompanied by a deposit of $25.00 per person. Make checks payable to the Concord Hotel. Mail blank with check to:

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Deposits are refundable up to 72 hours prior to arrival.

*Accommodations will be "Executive" rooms. Four students must register to qualify for reduced rate.

Please return request promptly. All reservations must be received *AT LEAST ONE MONTH PRIOR TO OPENING OF CONVENTION* or they will be subject to refusal.

Persons in need of special accommodations or equipment in rooms or presentations, please indicate your needs here.

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Student of the Year*

Candidates for this award shall be an undergraduate or graduate special/exceptional education student who has made a significant contribution to New York CEC.

One award will be presented in each category. Awards will be presented at the State convention being held November 14-16, 1982, The Concord Hotel, Kiamesha Lake, New York.

Nominations should include the award title for which the nomination is being made, the candidate's name, address, telephone number, chapter number, qualifications, and rationale for his/her being nominated. Name, address, and telephone number of the person making the nomination should also be included. Nominations should be detailed enough to give a clear description of the candidate.

Mail all nominations to:
Dr. Gary O. Carman
CEC Awards Chair
1156 North Broadway
Yonkers, New York 10701

Nominations must be postmarked no later than October 1, 1982.

*Those nominated for the Service Award, the Outstanding Retiree Award, and the Student of the Year award must be CEC members.

Call For Award Nominations

The New York State Council for Exceptional Children Awards Committee is interested in receiving recommendations for recipients of the following special awards:

New York State Council For Exceptional Childen Service Award*

Candidates for the Service Award shall have demonstrated a long term committment toward furthering the work of the New York CEC. Their contributions to the organization shall have been of such a nature as to have distinguished them from others in the organization.

Friend of Special Education

Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

Legislator of the Year

Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

Outstanding Retiree*

Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1981-1982 school year.

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VOLUME 8, NO. 3 **FALL 1982**

ISSUE TOPIC
NEW YORK SPEAKS — CURRENT CONCERNS AND PRACTICES

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Instructions for Authors

The Forum is a refereed journal. Unsolicited articles are accepted from C.E.C. members only. *Issue Editors* with ideas are welcome.

Manuscripts submitted for publication in *The Forum* must be *typed* on one side of 8½ x 11 white paper, double spaced including quotations, footnotes, and references with margins of one inch. Manuscripts must follow A.P.A. standards and should be sent to the *Editor.*

Please include home and professional addresses and telephone numbers, your professional title, and C.E.C. chapter number. *Guidelines for authors* is available from *The Editor.* If your manuscript is accepted for publication, a 2 x 2 photograph will be requested.

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VIEWPOINT

New York Speaks—Current Concerns and Practices

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It is the purpose of this issue of *The Forum* to present unsolicited articles which have been submitted to us throughout the past two years. Each article was submitted independently as a distinctly separate issue, yet there appears a common suggestion in several—the need to establish, maintain, and develop a closer alliance of effort and communication between general and special educators.

In the lead article, written in November, 1980, Jonathan Halpert describes the confusion concerning implementation of PL 94-142 which seems to exist even today. Halpert identifies a need for a comprehensive instructional program; raises the issue of better education for *all* students who are at risk and in need of remedial instruction. He proposes the use of decision tree protocols to resolve some programming difficulties. A need for new perspectives and attitudes toward all children who fall below academic norms is suggested.

Michael Piro examines the issues of teacher attitude and organizational climate in an inner-city high school. He identifies attitudes and expectations of high school teachers toward the handicapped and surveys elements of organizational climate which might foster positive teacher attitudes.

The article by Robert Lawrence reflects successful programming within the State. Mr. Lawrence, a counselor, describes a New York City high school program for severely emotionally disturbed students.

Stephen Franse emphasizes the importance of the parents' role in educating their children. Not only must there be tremendous planning in building a facility, but there must also be extensive collaboration between the parents, the teachers, and the Board of Education.

Edward Blutstein and George Russell present much—needed information on occupational/vocational training programs for exceptional students. This programming is essential and imperative to their future as productive citizens in society.

Brian Hurwitz helps increase our level of awareness about the sensitive issue of child abuse. He lists some specific physical and behavioral indicators of possible abuse. Gregory Ames and Michael Brown submit a bibliography on the Special Olympics which can be helpful information for teachers when they prepare for the games.

As we, in New York State, try to make CEC more relevant to its members, we are pleased to present this issue of articles submitted from its readers and members, particularly pleased to note that teachers and counselors currently working with students took time to speak out. We encourage other practitioners to do likewise.

Special Education Versus Regular Education: A Time For Detente

By
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The congressional enactment of PL 94-142, which legally mandated the mainstreaming of handicapped children and the administration of individualized educational prescriptions, provided advocates of the handicapped with new optimism and hope. However, despite this initial optimism, today, almost 4 years later, special education programs have to contend with only varied degrees of compliance, confusion concerning the implementation, open hostility from local school boards, and in many instances total disregard. The failure to successfully implement PL 94-142 can be traced to such factors as budgetary constraints, lack of understanding, teacher and administrative resistance, and most surprisingly parental indifference. However, perhaps the most significant factor impeding the successful implementation of mainstreaming is the failure of its proponents to develop a comprehensive program that takes into account the issues of labeling, placement, and articulation of special and regular education programs and staff. Mainstreaming, and its mechanism for implementation, the IEP, cannot be administered within an education vacuum but can only be achieved through the development of new perspectives and attitudes toward all children who are functioning academically below the norm.

The premise of PL 94-142, that handicapped children must be educated in the least restrictive environment, implies that the education of the handicapped is no longer a problem confined to the bureaus of special education. Rather, it is now dependent on the coordination of both special and regular education programs. The problem confronting special education is no longer only how to educate the handicapped but how to develop new techniques which will guarantee the equitable assignments of labels which will distinguish those students for whom the label is a shield from those for whom it is an impediment. Any attempt to assure handicapped students an education in the least restrictive environment must be dependent upon developing an equitable process by which students are assigned to their educational environments. Equally important, and directly related to the issue of mainstreaming, is the issue of how to educate those students currently in regular classes who are at risk and in need of remedial instruction.

Our educational system is confronted with two forces which, on the surface, appear directly contradictory. The advocates of the handicapped demand that handicapped children be returned to the educational mainstream while simultaneously educators of regular class students point out the thousands of students currently in the mainstream suffer from various forms of learning disability and are in desperate need of specialized remedial instruction. It appears that at the same time that advocates of the handicapped demand entrance to the educational mainstream educators of regular class students demand entrance into special remedial programs. The crunch at the door as one group leaves and the other arrives serves to underscore the failure of the diagnostic process which determines who is in need of support services.

The fallacy of the current decision making process is that the interpretation of scores on the mental tests which are used to determine placement is inevitably based on the principle of one measure for many persons. In actuality, any attempt to program an individual's environment should be based on many measures for one individual. Special education and perhaps all pejorative labels, are terms created for the purpose of constructing a substitute reality without directly dealing with the existing one. Educators must abstract and group together similar items but each grouping represents only part of the needs of the person who is being served. Therefore, standardized tests are not very helpful in constructing an environment for a particular individual. An individualized evaluation has far more functional relevance than does the present taxonomic system. Unfortunately, we have dichotomized our special and regular education systems and are therefore faced with a diagnostic procedure which can only result in "either or solutions" (i.e. placement in a special education program or continued failure in a regular class). What is required is the development of a procedure which will allow for the diagnosis of the student along a continuum of hierarchical academic functioning as well as a parallel system of educational support services which will match level of academic functioning to appropriate placement. The principles of PL 94-142 can only be achieved by developing a perspective which takes into account the academic realities of all students and removes the arbitrary

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The Effect Of School Climate On The Attitudes Of Regular Class Teachers Toward Special Education And Mainstreaming

By
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The passage of Public Law 94-142 in 1975 marked a turning point in the history of special education in the United States. The legislation gave special education a new legitimacy sanctioned by law. The "least restrictive environment" clause of PL 94-142 has redefined the relationship between special education and the larger area of regular education. This relationship, mandated by law, has become centered around the process of mainstreaming. Because the success or failure of mainstreaming will ultimately be determined by the relationship established by the special education student and the regular education teacher, recent attention has been focused on the teachers who are teaching special education students in a regular classroom situation. What are the attitudes of regular class teachers toward special education students and mainstreaming? What factors affect and shape these attitudes? The answers to these and other related questions have important implications for the future relationship of special education and regular education.

Research into the attitudes of regular classroom teachers toward special education has, for the most part, yielded negative results. Foster and Ysseldyke (1976) found that classroom teachers held negative expectations toward children labeled deviant. Gillung and Rucker (1977) reported that regular classroom teachers had lower expectations for handicapped children who were labeled than children with identical behaviors who were not labeled. Vacc and Kirst (1977) found that a group of regular classroom teachers believed that emotionally disturbed children should be segregated into special classes in a regular school setting. This view was held despite the fact that the teachers seemed to recognize that it would be beneficial for emotionally disturbed children to remain in regular classes. Despite this recent evidence, the experiences of this author have been contrary to the prevailing opinion as expressed in the literature. It has been found that the attitudes of regular classroom teachers toward special education students have been more positive than the literature would lead one to believe. In light of this phenomenon, regular class teacher attitudes were measured to determine if they were as positive as this author believed.

In examining the question of what affected the attitudes of regular class teachers toward special education, researchers have studied factors which relate to and are derived from the field of special education. But what of those factors which do not have their origin in special education? Can they also have an effect on the attitudes of regular class teachers toward special education? One such factor which needs to be examined in this context is school climate. It appears that previous studies have not taken into account school climate as it affects regular class teacher attitudes toward special education.

Authors have examined the concept of "climate" from a number of perspectives. George and Bishop (1971) found that organizational climate as perceived by teachers is a function of the interaction between the teachers' perception of the organization's structural properties and personality characteristics. Carpenter (1971) concluded that formal organizational factors did influence teachers' job perceptions. Kenney and Rentz (1970) found that there were four basic factors affecting the organizational climate of the elementary schools in an urban setting. These factors dealt with the principal as authority figure, how teachers viewed each other, non-classroom teacher satisfaction and work conditions. The Kenney and Rentz study was based upon the work done by Halpin and Croft (1962). In that study, Halpin and Croft proposed that the "the organizational climate of a school can be construed as "the organizational personality" of a school. The authors stated that personality is to the individual what climate is to the organization. Given this evidence, this present study will examine the question of whether a relationship exists between school climate and the attitudes of regular class teachers toward special education.

Procedure

A group of seventy-five regular classroom teachers, grades 9-12, representing an inner-city high school in New York, participated in the study. Respondents were asked to indicate the extent of their agreement with twenty statements which dealt with special education and mainstreaming, using a five-point scale ranging from strongly agree to strongly disagree. Items on the questionnaire were adapted from a

survey created by Larrivee and Cook (1979). Respondents were also asked to respond to three background variable questions. In addition to the special education questionnaire, teachers were also asked to respond to statements which dealt with school climate. Agreement or disagreement with each statement was measured using a four-point scale ranging from strongly agree to strongly disagree. Items on the school climate questionnaire were selected from Halpin and Croft (1962), *Organization Climate Description Questionnaire.* These items included questions dealing with how the principal was perceived by teachers, how teachers perceived each other, and how teachers perceived their working conditions. Out of seventy-five questionnaires distributed, forty-four were returned completed, for a return rate of 58.7%.

Results

The teachers as a group, were significantly positive in their attitudes toward special education and the process of mainstreaming. Out of twenty statements, responses to nineteen of those statements were positive. Statements which dealt with special education in a general sense e.g. the right of handicapped students to have specialized services, received positive majorities which ranged from 59% to 93%. Statements which dealt with mainstreaming received positive majorities which ranged from 60 to 88%. A post-hoc analysis ($t = 1.89$; $p.<05$), revealed no significant difference between the attitudes of regular class teachers who had taught special education students and the attitudes of those regular class teachers who had not taught special education students.

While the teachers' responses to special education questionnaire items were positive, their responses to school climate questionnaire items were mixed and on the whole were negative. Out of thirty-eight statements, there was a mean of sixteen positive responses. 71% of teacher-group perception statements yielded negative responses. While 55% of working conditions statements and 60% of those statements which dealt with the effect of the principal on school climate, yielded negative responses. The overwhelming negative response to a large majority of the teacher-group perception statements, was the overriding factor in why the school climate of this school was perceived as negative by the regular class teachers in this study.

Discussion

In attempting to answer the question of why these regular class teachers' attitudes were significantly positive, the results of a recent study prove useful. Larrivee and Cook (1979) studied the variables affecting teacher attitude toward mainstreaming and concluded that teacher perception of degree of success in dealing with the special-needs child was the single most important variable affecting teacher attitude. The results of this present study confirm this finding.

It was found that teacher attitude was significantly related to whether a teacher had perceived a degree of success in dealing with special education students. In Section One of the questionnaire, teachers were asked whether they had taught special education students in their school, and if they had, they were asked to assess the degree of their success. In twenty of twenty-one cases, the regular class teachers' attitudes corresponded to their perceived degree of success in dealing with special education students. Every teacher who perceived no effectiveness in dealing with special education students held negative attitudes toward special education and mainstreaming. Every teacher, except one, who perceived some effectiveness, moderate effectiveness, or extreme effectiveness in dealing with special education students, held positive attitudes toward special education and mainstreaming.

Another factor accounting for the positive responses toward special education on the part of regular class teachers in this study, could be the increased exposure to special education which is occurring at the present time. This present study showed that 57% of the teachers responding to the survey had taught special education students in their school. With increased exposure to special education through mainstreaming, regular class teachers may be discovering that special education is not something to be feared as might have been previously thought. But of even more consequence in the forming of positive attitudes toward special education, could be the type of exposure that regular class teachers perceive to be important.

In this present study, 80% of the teachers responding, believed that contact and experience with special education students and general information gained from their own experience, would have the most effect on their meeting the educational needs of special education students. An overwhelming majority of teachers responding to the survey have apparently come to the conclusion that exposure to special education is needed if one is to understand it and be an effective regular class teacher when teaching special education students. It is also reasonable to assume that the exposure of a majority of teachers in this study to special education has been a positive experience, as evidenced by the positive attitudes toward special education questionnaire items.

The effect of school climate on the attitudes of regular class teachers toward special education, has, in the past, been a neglected subject in the literature. The findings of this study suggest that school climate is not a variable of regular class teacher attitude. The findings reveal that the teacher as a group perceived a negative school climate. Teacher perceptions of themselves as a group, working conditions and the effect of the principal on school climate were all perceived as being negative. Despite this perceived negative school climate the regular class teachers in this study were positive in their attitudes toward special education.

It can be conjectured that the positive attitudes of regular class teachers toward special education in this study, may be attributable, in large part, to dis-

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Reversing The Tide Of Decay In Public Education

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Marjorie Louer, Principal of Sterling High School in Brooklyn, New York, submitted this article on behalf of the author. She stated that his ideas met with great approval when presented at a workshop for guidance counselors, and "I was so impressed with his speech that I thought you (The Forum) might be able to use it."

In considering the topic—Reversing the Tide of Public Schools—it is impossible not to consider the impact of Special Education. The current knock on Special Education is its cost. But, if part of the American Dream is a compulsory education for all, then Special Education is one area to be proud of.

The Magna Carta of Special Education is the 1975 Public Law 94-142. This law guarantees a free and appropriate education for any child who needs a special education, regardless of cost. Those who argue that the costs, which are considerable, make this education prohibitive, should look at this law as an outgrowth of the Civil Rights movement which produced the Title programs in the 50's and 60's for disadvantaged minority children. If we believe, as the state motto for education proclaims, "to let each become all he is capable of being', can we deny the same opportunity to those of us less fortunate through no fault of their own?

Whether through the resource room, self-contained classes, self-contained schools such as mine, or instruction in homes, hospitals and institutions, New York City is presently educating 85,000 special education students. These children range from the mildly learning disabled to the profoundly retarded and severely emotionally disturbed. These children have been certified by non-discriminatory, multi-disciplinary testing, and due to recent laws such as the Lora Decree and the Jose P. case, must be evaluated and placed in appropriate settings within 60 days of referral. The long waiting list of the past is rapidly ending.

Additionally, the law provides for the parent to be equal partner in decision-making. The system no longer dictates to a parent. Under the present system, no child can be evaluated, even informally, without parental permission, and no decision can be made without a team meeting involving the parent and culminating in parental agreement.

If the parent disagrees or feels unfairly treated, there are due process, impartial hearings held with an advocate, provided for the family, at Board expense. Those of you who remember the days of unilateral Principal decisions on placement, know how significant this is.

Programs in Special Education include the following:

1. Resource Rooms—where the mildly learning disabled or mildly emotionally disturbed receive special help an hour or two a day while remaining in their regular classes.
2. Health Conservation or H.C. classes for children with physical disabilities including orthopedic, speech, visually impaired, hearing handicapped, minimal brain dysfunction resulting in learning disabilities, hyperactivity, language impaired and physical handicaps requiring a modified program.
3. Classes for the Mentally Retarded of CRMD including EMR and Retrievable and Redirection for the mildly retarded and TMR and Track IV for the severely and profoundly retarded.
4. Classes for the emotionally handicapped including CEH classes for the emotionally disturbed and Teacher-Moms and Autistic Program for the severely and profoundly mentally disturbed.

Children are also serviced even if their handicap requires residential, hospital, or institutional placement or are required to be at home. Every child is serviced educationally, clinically and medically.

Additionally, the Board operates self-contained schools for the severely emotionally disturbed students who cannot function in a regular school setting. These used to be known as "600" schools, but are presently known as Day Schools and Day Treatment Centers. My school, Sterling High School in Brooklyn, is a Day School. We educate students between 15 and 21 years of age who could not be educated anywhere else. These are street-wise young men, many of whom have had difficulty with the law and all of whom were unable to function in their previous schools and programs. If they had given up, or were hard core criminals, they wouldn't bother coming to school.

But they come, so they obviously want help. If we ceased to exist, they wouldn't get it and one needs only to read the papers to realize what young men like these would be doing if forced onto the streets.

Every student at Sterling has been certified as

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The Search For A Bronx Center For Multiply Handicapped: Conflict Or Collaboration

By
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Historical Background: Prelude To Crisis

The search for a Bronx Center for the Multiply Handicapped (BCMH) began immediately after New York State Education Department officials notified the Division of Special Education (DSE), New York City Board of Education (NYCBOE) in a letter dated December 22, 1981 that all NYC pupils must be removed from the Waters Place School no later than December 31, 1981. The Waters Place, the BCMH site, was on a state facility that needed to undergo major renovations to correct serious safety hazards before being put into use again. The state order, unfairly delivered at a time when all schools were closed for Christmas recess, sent DSE staff on a frantic search for another site for the Waters Place school children.

It was unfortunate that DSE staff made the same procedural error that State Education officials did, in making a decision to select a new site, without consulting with the parents from Waters Place nor informing Dr. Stephen Franse, Bronx member, NYCBOE. Apparently, DSE staff selected Intermediate School (IS) 84 as the new center because it could be made barrier free by the time the children returned from the Christmas recess.

I.S. 84 Temporary or Permanent

Dr. Franse and DSE staff were invited to an emergency meeting called by the Parents Association (PA) of the BCMH to explain how and why IS 84 was chosen as the new site. DSE staff stated that it was the only available site and explained that they intended to make improvements including: construction of a ramp; installation of an intercom system; modification of toilets; and provision for emergency ambulance service. The parents, unpersuaded by staff plans, demanded more sinks, bathrooms and a second accessible entrance/exit to meet the safety and programmatic needs of their children. Parents request to the DSE staff that the site be considered temporary were ignored.

Because of parent concerns, Dr. Franse studied the facilities at the other CMH sites and discovered that the BCMH had fewer facilities than the other sites. Dr. Franse took up the parents fight and secured a commitment from DSE staff to convene a site selection committee, composed of parents, staff and himself, to recommend sites for a permanent BCMH. For the present, IS 84 would be viewed as temporary, but would not be excluded from consideration as a permanent site.

At this juncture the search for a BCMH took two separate paths; conflict and collaboration. The parents would ultimately have to pursue both paths to ensure adequate facilities for their children.

The Parents: Conflict Strategies

The parents quickly initiated action to pressure DSE staff to remedy deficiencies at the temporary site, IS 84, and to find a more acceptable permanent site. The PA scheduled meetings with parents and political leaders to describe the deplorable conditions at IS 84. The parents plea was that their children should not be considered any differently than the children at the other CMH sites. They emphasized their fire safety concerns since there was only one accessible entrance/exit and pointed to the inadequate personal hygiene conditions with respect to the inadequate number of sinks and bathrooms. The parents' position was strengthened by reports from monitors from the State Education Department which confirmed parent concerns about inadequate facilities.

Parents demonstrated their conviction that the new site was unacceptable by a pupil boycott of the facility. Though the numbers of pupils who attended the school increased during the Spring season, many children were kept home the entire year. Any person knowledgeable about the total care that must be given to multiply handicapped pupils knows the depth of the parent commitment to keep them home. The parent boycott generated newspaper articles and a local television report about conditions at the site. The issue was kept before the public view.

The parents also initiated impartial hearings at the BOE, claiming that the temporary site did not meet the programmatic or safety needs of their children. The cumulative effect of these conflict strategies was to maintain constant pressure on DSE officials to find a solution.

The Site Selection Committee: Collaboration and The Search For Alternatives

The idea that DSE staff, parents and the Bronx member NYCBOE, should meet together to recommend sites for a BCMH was a revolutionary idea. It was borne out of necessity. DSE staff needed an

argument to counter complaints that nothing was done to explore all alternative sites. Parents who were distrustful and thought that the committee was simply a gimmick to stall for time to wear them out, had little choice but to try any method that might offer a solution. Dr. Franse was convinced that if the committee collaborated in good faith the outcome would involve a compromise of both sides positions.

The results of the first committee meeting foreshadowed its future success. Minimum criteria for facilities at CMH were unanimously approved by the committee (See Appendix A) Interestingly enough, the criteria developed jointly by staff and parents incorporated most of the parent demands for facility standards. DSE staff were now forced into the untenable position of arguing that while they agreed minimum facilities were essential, they were unsure if such facilities could be found at another Bronx site.

The committee met several times between January and April and quickly surveyed, visited and recommended two sites that met all of the criteria standards. Committee activity was gradually strengthening the parents' position. The minimum criteria for facilities was non-existent at IS 84—it was apparent to everyone but not admitted by DSE staff that the site was a poor choice for a BCMH. Furthermore, the committee's recommedations that two sites in the Bronx met all facility standards and were also underutilized by pupils forced staff to retreat from their position again. DSE staff now admitted that IS 84 was not the preferred choice but that they did not have the authority to wrest control of the recommended sites that were under the control of community school boards. Parents became totally frustrated because their children were being denied an appropriate education even though staff was beginning to agree with them on basic principles concerning the adequacy and location of a site. Both groups were powerless to secure the recommended sites for a BCMH.

The Bronx Board Member's Role: A Compromise Settlement

After five months had passed staff and parents were constrained to find a solution. DSE staff refused to renovate IS 84 because they were unsure of its temporary or permanent status. In addition, Dr. Peter Negroni, Superintendent District 12, needed to know in order to appropriately plan whether IS 84, located in his district, would be turned over to the DSE. Parents were "waiting out" a decision from the imparital hearing office on a test case involving the appropriateness of IS 84 for a BCMH student. All sides were anxiously awaiting decisions that could be crucial to their positions.

The time was right for a comprise which was struck among Dr. Franse, Dr. Richard Halverson, Deputy Chancellor; and Dr. Negroni. The solution, breathtaking in scope, took into consideration the needs of all the participants.

Dr. Franse agreed to consider IS 84 as the permanent BCMH site but only after the facility was renovated and brought into compliance with the minimum criteria outlined in the committee report. For at least one year and until all the renovations were completed the children would attend PS 129, one of the two sites recommended as "superior" by the site selection committee. The compromise secured for staff the commitment that IS 84 would become the permanent site but the parents gained the assurance that their children would attend a superior school until all renovations at IS 84 made it as equally attractive.

Dr. Negroni facilitated the agreement because, as superintendent of a district including both IS 84 and PS 129, he was able to convince his community school board to ratify the compromise. In addition, the Chancellor agreed that plans to close four schools in District 12 that were underutilized in terms of enrollment would not be considered for at least one year.

A Happy Ending: The Children Benefit

The crisis ended because the children won. The multiply handicapped pupils of the Bronx could now attend a superior site and would not return to IS 84 until and unless it too was appropriate and adequate.

Several lessons emerge from the crisis. First, do not underestimate the importance of parents' role in the education of their children. They were ultimately successful because they applied pressure from within and outside the school system on behalf of their cause. They mobilized different constituencies to advocate change from the outside and collaborated with school officials from within for a fair solution.

A second point is that collaboration is an essential strategy which builds trust among all sides. As the crisis progressed the parents started to understand the limitations of staff and staff began to sympathize with the basic parent concerns about the facility. Staff needed the support of parent groups for BCMH programs and parents required the expertise of staff to educate their children. Clearly, those in leadership positions must facilitate collaboration so that groups can understand each others positions and work together to promote quality educational programs.

Finally, the Bronx NYC BOE member learned to mediate his first dispute by bringing parties together for fruitful collaboration. He learned that time, patience and compromise were essential components for a settlement that benefited the children.

*The Bronx member was appointed to the NYC BOE on November 30, 1981, a few short weeks before the crisis began.

Appendix A

At the January 22nd meeting of the Site Selection Committee for the Bronx Center for Multiply Handicapped Children, the following list of criteria was discussed and approved unanimously.

1. *Multi Ramps*
   The site should have two (2) or three (3) ramps.
2. *Toilets*
   A toilet in each classroom that will accommodate a wheelchair is preferred.
   A minimum of two (2) or three (3) in each floor is acceptable.
3. *Sufficient Running Water*
   A sink in each classroom is preferred. Facilities are adequate

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Organizing and Implementing Occupational—Vocational Training Programs For Exceptional Students

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For older students who have had industrial arts training, occupational training or vocational training (vocational training only for high functioning group) school situations might be the type of educational setting that is most *appropriate,* regardless of intelligence. For those students who find it impossible to adjust academically and socially to a regular class placement, a special industrial arts program (pre-occupational or pre-vocational training) should be developed.

Occupational Training or Vocational Education

There is a basic difference between Industrial Arts Education and Occupational/Vocational Education. Industrial Arts courses teach elementary skills (sorting skills, work habits, assembly tasks, etc.) and principles that are useful regardless of the pupil's future vocation. For low functioning students occupational therapy (the treatment of social/emotional or physical disabilities by work designed to *divert the mind or to correct physical disabilities)* should be adapted to industrial arts classes.

There has been a lack of controlled studies. Most research reports are case studies. These tend to show that therapy with the mentally retarded is at least as effective as with non retardates. The most up-to date review of research is Sternlich's Psychotherapeutic Modification. In that review it was demonstrated that psychotherapeutic modification, is effective in groups (industrial arts shop or sheltered workshop) because it reaches more people at one time.

shop or sheltered workshop) because it reaches more people at one time.

The goal of psychotherapeutic modification is to help students to:

1. Focus in on adequate functioning within an open community setting (industrial arts shops or sheltered workshop) to improve personal effectiveness.
2. Alleviate emotional symptoms
3. Help behavior become more adaptive and less inappropriate.
4. Minimize behavior difficulties which interfere with productivity.
5. Achieve a realistic self-appraisal.
6. Create feelings of self-worth and self-confidence.
7. Learn frustration resistance/tolerance.
8. Learn standards of conduct.
9. Help special students (E.H., L.D. & Retardate Students) in their choice of co-workers (friends).

Industrial Arts courses (wood shop, sewing shop, food trades shop, etc.) also help *students,* parents, educators, counselors and school based support team personnel to make more intelligent vocational/occupational choices.

A Special Industrial Arts Program should be developed to encourage students to develop their interest and to progress at their own rate, in selecting and working on projects that are practical rather than impossible. Special students will work better if they can see definite progress toward successful completion of interesting projects.

Industrial Arts seeks to develop and discover student talents in industrial and technical fields. Students have a diversity of talents. The responsibility of the Industrial Arts—Special Education Program is to assist students in discovering and developing these talents. The program should continue to be geared toward practical endeavors with a heavy vocational and socialization flavor.

After developing Special Industrial Arts Programs which are designed for pre-occupational training or pre-vocational training we should develop occupational training and vocational training programs.

Vocational Habilitation

Although principles of operant conditioning are clearly applicable in the area of vocational habilitation, research in explicit vocational training procedures has lagged behind research in other areas of training with retarded persons (Gold, 1972). At least part of the reason may be the low expectancies for retarded workers held by many employers and potential employers. Even in sheltered workshops, because most depend for income on commercial contracts, the tendency has been to find simple jobs suited to the abilities of retarded workers rather than to devise ways of training the clients to perform

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N.Y.S. ASSN. OF TEACHERS OF THE HANDICAPPED, INC.

THE COUNCIL FOR EXCEPTIONAL CHILDREN

AMERICAN ASSN. ON MENTAL DEFICIENCY

CONSORTIUM CONVENTION 1982

PRE-REGISTRATION PROGRAM CONSORTIUM CONVENTION NOVEMBER 12-14, 1982

Special Prize Drawing For Early Registrants

To qualify for the special prize drawing, your pre-registration must be post marked by October 22, 1982.

PROGRAM SCHEDULE

Friday, November 12, 1982

8:30- 5:00 Registration
10:30-12:30 Session I
12:00- 5:30 Exhibit Area
1:00- 2:00 Lunch
2:30- 4:00 Session II
4:15- 5:30 Special Activities
6:30- 7:30 Wine and Cheese Party (Sponsored By Consortium)
8:00 Theme Dinner—Cowgirls and Cowpokes

Session I & II

Friday, November 12, 1982
(10:30 A.M.-12:30 & 2:30-4:00 P.M.

1) *SPORTS SKILLS TRAINING*—Dennis Bruggeman, Assistant to Executive Director, New York Special Olympics—This panel will feature "hands on" techniques for implementation of sports skills and recreation activities for handicapped learners. Dress appropriately—you will get involved!

2) *PAC-MAN IN THE CLASSROOM?*—Dr. Joel M. Klein, Director of New York City Board of Education—Before we know it, computers will be in our classrooms. This workshop will offer an actual presentation of a computer, introduction of computer language, and how the computer can become a valuable asset to the classroom teacher.

3) *AFTER 21 — WHAT?*—Dr. Richard Medved, Assoc. Professor at the College of St. Rose in Albany, New York—A panel discussion of the education and training of handicapped adults. The panel will feature outstanding experts in this area that is becoming an important factor in the education and training of adult handicapped individuals.

4) *APPLICATION OF A DAY TREATMENT MODEL TO HABILITATION SERVICES FOR ADULT MULTI-HANDICAPPED DEVELOPMENTAL CENTER RESIDENTS: A TRANSDISCIPLINARY APPROACH*—Mary Hall, Treatment Team Leader at the Rome Developmental Center—A multimedia presentation by a treatment team which has attempted to translate the community day treatment program model to a developmental center. This population of multi-handicapped citizens include young adults through senior citizens and spans all functional levels.

5) *A PARENT'S CRITIQUE OF "BEHAVIORAL MANAGEMENT FOR THE AGGRESSIVE CLIENT" AS USED IN NEW YORK STATE DEVELOPMENTAL CENTERS*—Milton Baker, North Syracuse—A parent expresses his views and concerns regarding the "behavioral management" technique and its effects on handicapped people in an ICF setting. Emphasis will be placed upon how the method fuels stereotypes. The consumer suggests options for other treatment methodologies.

6) *INTERMEDIATE CARE FACILITY: DEVELOPMENT AND IMPLEMENTATION*—Charles R. Hayes, Essex County ARC—During a time of limited resources we are required to be creative and resourceful service providers. This panel discusses their efforts to develop and implement what is now a multi-service ICF serving 250 handicapped individuals from Essex County.

7) *TO PLACE OR NOT TO PLACE: CRITICAL FACTORS IN A FAMILY'S DECISION*—Mark Tausig, Ph.D., Program Research Unit, New York State OMR/DD—What characteristics of disabled individuals and their families lead them to seek placement? This panel discusses research findings regarding factors leading to such decisions: family structure and stress, and subsequent programmatic implications of the research data for service providers to consider.

8) *NEW YORK STATE REGULATIONS*—Representatives of the New York State Education Department, Office For The Education Of Children With Handicapping Conditions—A review for students of the New Commissioner's Regulations, effective July 1, 1982

9) *MAINSTREAMING & CLASSROOM TEACHING INTERACTIONS*—Marion Alexis Papish, Special Educator, New York City Board of Education; and Nelson Moses, Assistant Professor, New York University Department of Communications Arts & Sciences—This presentation will examine the idea that all people regulate their behavior and environment (Piaget, 1971). We will look at 2 types of interactions in non-categorical classrooms: (1) the model/copy interaction, in which teachers provide models of behavior and problem solving processes for children to copy, and (2) developmental/process interaction in which teachers pose problems, and use their responses to assess development and new interactions.

10) *SOCIAL SEXUALITY: A TRAINING PROGRAM FOR THE DEVELOPMENTALLY DISABLED* — Sheila Byrne, Oswego County BOCES; Marge Bush, Oswego Industries, ARC Vocational Training Center, Fulton, New York; Patrick Waite, Social Worker, Oswego County Opportunities, Inc., Fulton, New York—The development of a social skills curriculum as it applies to public school, sheltered workshop, and community residence environments, with a sample of program slides depicting appropriate and inappropriate behaviors, and an overview of teaching techniques.

11) *WHO IS RESPONSIBLE?: A DECISION MAKING PROCCESS FOR THE ED/LD STUDENT*—Jed P. Luchow, Ed.D., Principal; Jeffrey P. Kahn, Executive Director; Anthony Aiello, Principal, Palisades Learning Centers, Fairlawn and Paramus, New Jersey—This workshop will share with its participants a set of procedures for assisting students in developing their behavioral and academic responsibilities. The program described is a non-public school setting for students classified as having emotional disturbances along with learning disabilities. Samples of contracts, graphs, and charts will be given to participants.

12) *KEYS TO SUCCESSFUL MAINSTREAMING* — Joel Brodsky, Howard Damon, Nanette Gershowitz, Bea Leffert, Meryl Sclater, Lois Smith; Jericho Public Schools, Jericho, New York—Part I of this presentation will focus on the direct service and management features of a successful mainstreaming program for secondary students. Referral procedures, IEP development, and management, alternate school and work study programs, evaluations, research, teacher, recruitment, and in-service training will be discussed. Part II will present examples of materials that have been effective in working with mainstreamed adolescents and will address the problems encountered by special students who are trying to learn content while attempting to catch up with skills they missed at the elementary level.

13) *INTERVIEWING AND JOB HUNTING SKILLS*—Mark Costello, Director Of Special Education, Cayuga-Onondaga BOCES—This presentation for students will assist them in developing successful skills for finding a position in special education.

14) *NOTHING WITHOUT LABOR*—Timothy E. McLaren, Superintendent of George Jr. Republic UFSD. There's no such thing as a free lunch! You get what you pay for! You get nothing for nothing! No ticket, no laundry! Words to live by, perhaps? The George Jr. Republic, a total education/treatment milieu founded in the last century to address the problems of troubled teenagers, still operated under the premise, "NOTHING WITHOUT LABOR". Today, the Republic treats court and social service placed disturbed adolescents, with the bottom line being, "You get what you pay for". This presentation will show how the Republic makes its "citizens" pay and why? From William Glasser to Leo Buscaglia and from Abraham Maslow to Eric Berne, our citizens pay, pay, and pay!

15) *SOCIAL AND POLITICAL IMPLICATIONS OF P.L. 94-142*—Gary O. Carman, Ph.D., Executive Director, Andrus Children's Home, Governor, New York State CEC—This program will feature a lecture presentation that reviews the impact of P.L. 94-142 on the field of special education, particularly from the point of view that the response to the law by parents and professionals has created a "Trojan Horse For the Handicapped". Discussion is encouraged after the presentation

16) *LEARNING THROUGH THE CREATIVE ARTS*—Ruth Pelham, Director of Music Mobile, Albany, New York,—Featuring music and arts techniques for stimulating creativity and learning for the handicapped. Participants will participate in activities and learn how to use the materials with their students.

17) *CHALLENGES FOR THE 80's*—James Newlands, Supervisor, Kingston City Schools—Reading and math curriculum for the "learning disabilities resource room". Hands on workshop in learning teaching techniques for implementing state testing guidelines for grades 3 and 6. HELP YOUR STUDENTS PASS THE PCT'S AND BCT's.

18) *THE MENTAL RETARDATION PLAYERS*—Joseph Sadri, Westchester D.D.S.O.—A troup of volunteers urges audience participation in a series of vignettes depicting controversial concepts, myths and questions affecting the lives of the mentally retarded. Get involved! A.C.T.—Awareness, Challenge of our Times.

19) *A SOCIAL SEXUAL EDUCATION TRAINING SEQUENCE (ASSETS)*—Michael Raha, Deputy Director, Rome Developmental Center—A unique and dynamic approach to social skill acquisition which places human sexuality in the perspective of sequential social-sexual training. This approach dramatically departs from programs previously developed!

20) *PRE-SCHOOL FOR AUTISTIC CHILDREN*—Frances Porcaro, Director of Education, Westchester ARC—Westchester County's first pre-school for autistic children opened recently. This panel will discuss the services it provides and invites the audience to participate in the discussion of this unique program.

POSTER SESSIONS—Roberta Rosenblum—Friday, 4:30-5:30 p.m.—highlighting a film presentation and discussion with the Downes Syndrome School. A special presentation about early intervention strategies and advocacy developed and implemented by the Association for Children with Downes Syndrome.

CONVENTION 1982

Saturday, November 13, 1982

8:00- 2:00 Registration
8:00- 9:00 Breakfast
9:00- 5:00 Exhibit Area
9:15-10:15 Session III
10:30-12:30 Plenary Session
1:00 Lunch
After Lunch Speaker, Herbert L. Foster, Ed.D., Professor and *Editor, The Forum,* Department of Learning and Instruction, Faculty of Educational Studies, State University of New York at Buffalo
2:30- 4:00 Session IV
4:15 Special Meetings
A. CEC Chapter President/Regional Representative Mtg.
B. General Membership Meeting NYSATH
C. NYS—CLD Business Meeting
D. CEC—Organizational Meeting Division Of Early Childhood Education
E. CEC—Delegate Assembly
7:00- 8:00 Cocktail Party "Concord"
8:00 Banquet Dinner

Sessions III & IV

Saturday, November 13, 1982
9:15 A.M.-10:15 A.M. & 2:30 P.M.-4:00 P.M.

1) *PARENTS—OUR PARTNERS*—Sarita Ryan, Director, Parent Partnership Program, New York City Public

Schools—This panel will discuss strategies for involving parents in the educational process. Organizing workshops, topics for discussion and the roles of parents in supporting the educational program.

2) *RESOURCE ROOM AT THE SECONDARY LEVEL*—Lenore Finn Moss, Resource Room Teacher, New York City Public Schools—This panel will focus on classroom techniques in: discipline, record keeping, individualizing, time savers and tension relievers. The presentor will also develop ideas for a student class newsletter and implementation of a student court for handling "conflicts in the classroom".

3) *WHERE DOES YOUR TIME GO?*—Ralph Provenza, Executive Director, New York Special Olympics—If you can't catch up with your paperwork, have lost your IEP's find you need a 12 hour a day to complete your work, then attend this panel. Effective use on how to manage time, using your time appropriately, setting priorities and guidelines for managing your time will be highlighted.

4) *THE BETA PROJECT*—Charles Newman—This unique program for severe and profoundly retarded adults with behavioral disorders is presented in a videotape/panel format. It is significant that during this period of ever decreasing resources, it utilizes a unique funding method and interesting role for therapy aides in a developmental Center.

5) *DAY TREATMENT: PROBLEM ORIENTED OR TREATMENT ORIENTED*—Nancy Bottistella, Ithaca, New York—This dicussion examines comparative philosophies, discipline roles, and service delivery systems of day treatment programs focusing on such issues as normalization, coordination of services and the interrelationships of a "total delivery system".

6) *PROGRAMMING FOR GERIATRIC MENTALLY RETARDED IN THE COMMUNITY*—Roy Strassman, A.C.S.W., Westchester ARC—Is there a point where programming is not beneficial? Based on needs and problems existing in present programs, a pilot "retirement program" is offered for your consideration.

7) *THE USE OF MOVEMENT AND DANCE FOR THE MENTALLY RETARDED*—Elizabeth Polk, Professor at Adelphi University—Designed for physical education and classroom teachers as well as institutional workers, this program will demonstrate how rhythm and dance help overcome disturbed movement behavior. Props will be used extensively to improve faulty posture, visual perceptual skills, partnership and socialization. Applicable for all disciplines.

8) *HANDICAPPED AND NON-HANDICAPPED IN THE PRE-SCHOOL*—Marcia Kepecs, Director of the Warbasse Nursery School—A unique program at the Warbasse Cooperative Nursery involving the mainstreaming of children with "spina bifida" and other physical problems with the non-handicapped child. This workshop will feature a slide presentation and discussion for ways of implementing such programs.

9) *SURVIVAL TRAINING FOR THE HANDICAPPED*—Dr. Agnes Wolf, Reading Specialist, Gateway Industries, Kingston, N.Y.; Mary Van Gordon, Vocational Instructor; Veronica Lennox, Community Preparedness—Using flow charts, test samples, teaching materials both commercial and teacher-made, the panel will focus on the needs for community preparedness, vocational training, screening and multi-level instructional techniques.

10) *STRATEGY WORKSHOP*—Dennis Ferguson, Director of Residential Services, Central Connecticut Regional Office; William Combs, Protection And Advocacy Bureau, New York; Stanley Kosloski, Assistant Director, Office of Protection and Advocacy for Handicapped and Developmentally Disabled Persons, Connecticut—Three experts on protection and advocacy for disabled citizens discuss what can be done, what should be done and how to address the challenges of our times. Can professionals really have an impact? How can the professional community join with consumer groups to ensure continued service to those citizens we are dedicated to serve? Come, and find out how to meet the challenge.

11) *ERIC/ECER: HOW TO OBTAIN RESOURCES AND INFORMATION*—Deborah Swallow, Past President, N.Y.S. Student CEC—The presentation will introduce and/or better acquaint the participant with information and resources that are available through ERIC and ECER. The participants will receive a "workbook" and a demonstration showing in detail the information gathering strategies to be used depending on the type of information desired; amount of time to gather the resources; and the way the knowledge is to be used.

12) *RIBBIN', JIVIN', AND PLAYIN' THE DOZENS: THE FLIP SLIDE*—Herbert L. Foster, Professor, Department of Learning and Instruction, SUNY-Buffalo; George Singfield, Director, Special Services Program; Samuel Field, YM-YWHA, Little Neck, New York; Nancy A. Biernat, Reading Teacher, Sweet Home High School—A presentation and discussion of research that suggests possible unconscious teacher and administrator behavior contributing to school discipline, school violence, and school behavior problems.

13) *TEACHING STRATEGIES FOR THE LD CHILD—A HOLISTIC APPROACH*—Sally S. Quinby, Learning Disabilities Teacher, BOCES Erie County, Past President NYS CLD; C. Richard Thompson, Resource Room Teacher, Orchard Park Central Schools, President, NYS CLD—Based on the results of curriculum and programming that successfully meet the LD students needs aged K-HS, this presentation will touch on discussions of stress factors in learning, social interactions, and meaningful academic programming. Developed materials will be shared with participants.

14) *IEP STUDENT MANAGEMENT SYSTEM*—Michael D. Bracy, Acting Director of Instructional Services; Edward A. Shafer, Superintendent Of Schools, Harrisville Central School—The Student Management System (SMS) allows for the computer management of instructional programming for handicapped students. The system generates computerized IEPs, progress reports, class lists, district rosters, supervisory reports, psychological due date reports, and test history reports. SMS is linked to the New York State data base, NYSSCSS student.

15) *TEACHER COMPETENCIES FOR EARLY CHILDHOOD SPECIAL EDUCATION*—Ruth F. Gold, Ed.D., Associate Professor and Coordinator of Special Education, Adelphi University; Freida Spivack, Ph.D., Associate Professor Lehman College—A subcommittee of the NYS Consortium of Early Childhood Special Education Projects has reviewed teacher competencies which have been developed by more than twenty colleges and universities which offer teacher training in this area of exceptionality. Based on these programs, the state consortium is recommending a broad base of knowledge, skills, and attitudes which are viewed as essential to the role of Early Childhood Special Education. We wish to present our conclusions to other educators in the state for feedback. Participants in the session will be asked to indicate whether the suggested competencies are essential or non-essential. Data from this and other workshops will be used to develop a position paper.

16) *WORKING WITH PARENTS*—Deborah Mahoney—Carson, Head Teacher of the Early Intervention Program, St. Lawrence—Lewis BOCES—This presentation is designed for college students who will soon be interacting with parents of handicapped students in their classrooms. Within this session, the group will work together to develop philosophies concerning their relationship with parents. Various types of parent interactions will be discussed (i.e., IEP conferences, parent groups, and methods for making those contacts positive, comfortable, and frequent will be explored. The attitudes, needs, and feelings of parents will be seriously considered.

17) *OUTDOOR EDUCATION FOR HIGH SCHOOL LEARNING DISABLED STUDENTS*—Betty Schriver, Resource Room Teacher; and Joyce Wheeler, Resource Room Teacher; Buffalo, New York. This presentation will deal with a resident camping experience for high school learning disabled students. Included will be a student narrated slide show from the 1982 trip, showing all aspects of the experience along with the yearly events that precede it. Mimeographed materials as well as information to replicate this successful nine year program will be pro-provided.

18) *DON'T BOTHER ME, I CAN'T COPE!*—Marsha H. Lupi, Instructor, Department of Special Education, Hunter College; and Marjorie Singer, Special Education Teacher, New York City Board of Education—Presentation to include the results of a recent study done on coping methods plus an analysis of personal and teacher stress, self-analysis of current coping methods, and an introduction to a variety of effective stress management techniques that can be practiced individually or in a group setting.

19) *PRACTICAL INDUSTRIAL ARTS—OCCUPATIONAL AND VOCATIONAL*—Edward E. Blutstein, Program Developer; Denyce Girard, Ph.D., Psychologist; Mike Cardello, Program Director, all from Manhattan Center, United Cerebral Palsy of New York; and George Russell and Robin Lerner, Special Educators, NYC Board Of Education—Occupational/vocational programs are designed to teach a student specific activities which relate to real job experiences and also to aid in the adjustment to/or at least to put up with tiresome work routines, schedules, and the power hierarchy of the working world. Those may not be happy adjustments, but to them they are necessary.

20) *INVOLVEMENT OF PARENTS OF GIFTED/TALENTED CHILDREN IN ELEMENTARY AND SECONDARY SCHOOLS IN METROPOLITAN NEW YORK* — Theresa A. Trimarco, Ph.D., Associate Professor and Chairperson, Division of Education St. John's University; Geraldine Chapey, Ed.D., Associate Professor of Education, St. John's University and former Director, Division of Special Education, NYC Board of Education—Parents are a primary resource which educators have barely explored. A study to ascertain involvement of parents in selected school practices was conducted. Findings indicated that parents were involved but with varying degrees of interest. Leadership guidelines to enable educators to maximize parents as organizers, as mobilizers, and as instructional allies will be outlined.

21) *EVOLVING FROM CATEGORICAL FUNCTIONAL DEFINITIONS.*—Dr. Alan Gartner, Executive Director, Division of Special Education, New York City Board of Education.

22) *BRONX CENTER FOR MULTIPLY HANDICAPPED*—Stephen R. Franse, Bronx Member, Board of Education of the City of New York.

PLENARY SESSION

Saturday, November 13, 1982

THEME PANEL—Are you aware of the current changes that impact on federal legislation such as P.L. 504 and 94-142? How do these changes affect the handicapped? What ramifications are there for service providers? How is funding affected. How does it affect your role? Several experts in the field will address the issues. Become AWARE so you can ACT!

Dr. Edward Sontag, Director
Special Eucation Programs
U.S. Department Of Education

Ms. Nancy Mattox
Disability Rights Education
Defense Fund, Inc.
Washington, D.C.

Frances G. Berko, J.D. Coordinator
New York State Commission on the
International Year of the Disabled Persons

Sunday, November 14, 1982

8:00 **Breakfast**
10:00 **Executive Board Meetings**

Concord Hotel Reservation Blank

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The Physical and Behavioral Indicators of Child Abuse: Increasing The Awareness Of Special Educators

By
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Child abuse may be reaching epidemic proportions. It is estimated that in 1981, over one million children will suffer some form of abuse and/or neglect and that approximately 3,000 of these children will die. This leads to the strong possibility that more abused and/or neglected children will be placed in special education settings. Therefore, it is important that special educators heighten their vigilance and become more aware of this phenomenon.

Cruelty to children can take various forms including starvation, beatings, and sexual abuse. Special educators must be sensitive to the various physical and behavioral indicators of abuse and not hesitate to report suspected cases. Fast action may prevent serious injury or even death. It is clear that treating the abused child alone is not the answer. Parents must be included in any intervention efforts. Systematic training of special educators to teach parenting skills is recommended.

Acts of brutality and cruelty toward children are becoming common occurrences. Kemp and Helfer (1962) of the University of Colorado in the Colorado General Hospital, reported the results of a nationwide survey of hospitals and law enforcement agencies in 1962. This survey was one of the first investigations to call attention to the phenomena of the battered child. In New York City in 1972, there was more than a 500% increase in reported cases of abuse and neglect within the period of 1961 to 1970, and in 1973 over 18,000 cases of suspected child abuse and neglect were reported to the City Central Registry (Fontana, 1974). The most recent figures indicate that over 31,000 cases were reported in New York City during the first 9 months of 1981. Nationwide, it is estimated that over 1 million cases of child abuse will be reported during the 1981 calendar year and that 3,000 children will die during this same time period. It is conceivable that the actual occurrence rates may be higher since many cases go unreported. It is logical to conclude that this nation may be facing a social problem of epidemic proportion.

Based on this increase in cruelty to children, it can be inferred that more abused and/or neglected children will be placed in Special Education settings. Although no hard data could be obtained confirming this inference it is hard to imagine that battering or neglecting a child does not lead to some form of social, behavioral and cognitive difficulties.

As inflation worsens and unemployment increases, many families are undergoing times of great stress. This stress may be especially felt by parents from low socioeconomic backgrounds who are already burdened with serious problems in their own lives which may lead them to inadequately care for their children. However, cases of child abuse and neglect can be found in families from all socioeconomic backgrounds. (National Center on Child Abuse and Neglect, 1976).

Abused children may come from families characterized by alcoholism, recurring mental illness, mental retardation, financial stress, poor housing conditions, and drug addiction. According to Fontana (1978) these stress factors play strong roles that cause potentially abusing parents to strike out at a particular child during a time of crisis. It has been recognized for some time that some of these factors are frequently linked to emotional handicaps or mental retardation in children coming from such family backgrounds. It is therefore imperative that Special Educators be especially knowledgeable concerning the issue of child abuse and neglect.

Indicators of Abuse

According to the National Committee for Prevention of Child Abuse (1978) child abuse is a generic term. It includes the elements of nonaccidental physical injury, sexual abuse or sexual molestation, emotional abuse and neglect. Recent examples of physical abuse and neglect include scalding children to death with boiling water, dropping children from windows, beatings and battering children to death. Extreme examples of neglect include starvation leading to serious vitamin deficiencies and subsequent physical and cognitive impairments. Sexual abuse is characterized by a variety of sexual offenses including fondling, vaginal, oral, or anal intercourse, touching of the genitals and rape. Other sexual offenses may not be characterized by actual touching, but may include exhibitionism, or discussions about sexual acts intended to arouse the child's interest, and letting the child witness or listen to acts of sexual intercourse (Summit & Kryso, 1978).

Special educators should look for both physical and behavioral signs of abuse and neglect. Some children are abused or tortured in a manner which leaves

no detectable physical signs. For example locking a child in a dark closet in a form of psychological or emotional abuse practiced by some parents. Starvation, (which can lead to rickets and scurvy) and other forms of neglect leave no immediately detectable signs. Some parents may starve their children as a form of punishment; others may be cognitively or behaviorally limited and just do not have the skills or knowledge to prepare adequate well-balanced meals.

The identification of sexual abuse in children may be more difficult to determine than the presence of physical abuse or neglect. Some physical symptoms may be clear indicators of sexual abuse, i.e. veneral disease in a young child, others are more difficult to detect. There are children who will not tell anybody about sexual molestation because they think no one will believe them, e.g. "I told Mon and she said she never wanted to hear talk like that again." (King County Rape Relief p. 16). Very young children may believe that they have told someone about an incident of sexual abuse but do not have the appropriate vocabulary or the individual is not sensitive enough to respond to the child's statement, e.g. "I don't like Mr. Smith anymore." Other comments may include:

"He fooled around with me."

"I don't like being alone with my father."

"I'm afraid to go home tonight."

(National Committee for Prevention of Child Abuse, 1978)

In order to prevent extreme injury (psychological and physical) and even death to children, a heightened vigilance on the part of Special educators is required. Knowledge concerning the significant or telltale signs of abuse can enable individuals to take appropriate action and prevent an assault from becoming more severe or prevent acts of sexual abuse, from continuing. The author has compiled a brief listing of the salient behavioral and physical symptoms which should alert professionals to the possibility that a child is the recipient of some form of abuse or neglect. In compiling this information the author has relied on his own experience as a teacher of abused and neglected children, conversations with professionals working in the field of child abuse, and has extracted information from what appears to be the most informative literature (Fontana, 1978: 1978; Summit & Kryso, 1978; National Committee for Prevention of Child Abuse, 1978; King County Rape Relief, 1979). Some of these signs may be indicative of either physical abuse, sexual abuse, or neglect. For example a beating or a sexual abuse can cause a child to suffer pain to the genital area. A child who does not want to go home after school may be suffering from physical abuse, sexual abuse or neglect. Also, bear in mind that one behavioral or physical sign alone may not be a positive indicator. Therefore be alert for a number of these indicators.

Physical Signs of Child Abuse and Neglect

1. Hematomas (localized swellings filled with blood). These are obviously indicative of beatings, however, be aware that severe beatings can lead to ruptured stomaches, bowels, liver and spleen; intracranial damage; and bone fractures.
2. Lacerations
3. Irritation, pain or injury to the genital area
4. Difficulty with urinaton
5. Pregnancy
6. Venereal disease in young children
7. Child's injuries inappropriately treated in terms of bandages and medication.
8. Child appears to be undernourished.
9. Child is dressed inappropriately for the weather conditions.

Behavioral Signs of Child Abuse and Neglect

1. The parent makes no attempt to explain the child's most obvious injuries or offers absurd contradictory explanations.
2. The parent reveals insufficient awareness of the seriousness of the child's injury.
3. The parent blames a sibling or another individual for the child's injury.
4. The parent reveals that he/she was neglected or abused as a child.
5. The parent appears to be emotionally disturbed or of borderline intelligence.
6. The child arrives early at school and leaves late.
7. The child displays nervousness, aggressive, hostile or disruptive behavior toward parents.
8. The child runs away from home.
9. The child seems unduly afraid of his parents.
10. The child uses alcohol and drugs.
11. The child may be sexually provocative.
12. The child may be sexually promiscuous.
13. The child developmentally regresses e.g. thumb sucking, develops new fears.
14. Inability to make friends.
15. The child shows an unusual interest in the genitals of other people or of animals.

Recommendations and Conclusion

If a teacher or other professional suspects that a child is being abused they should report this to their principal or supervisor. Every state has child abuse and neglect laws that require professionals to report suspected instances of child abuse. Reports should be made to local social service or child protection agencies. Professionals are required to report suspected instances of child abuse and neglect and are granted immunity from civil and criminal court action even if the report proves to be mistaken.

In terms of actual intervention, little is known concerning which treatment services are most effective and about what kind of workers should provide services or how they should be trained. One thing is clear: treating an abused child is inadequate unless it is coupled with simultaneous efforts with parents (Fontana, 1974).

Future efforts should focus on determining which models appear to be most effective in treating the abused child and his/her parents. This author believes that special educators should be included in any treatment model. Several multidisciplinary models currently exist (National Center on Child Abuse, 1976;

Fontana, 1978). These models make use of social workers, parents and lay counselors as therapists for the abusing parents. However, in only one instance (Fontana, 1978) was any mention made of the teachers role in intervention. The special educator is frequently the individual who has the closest contact with the child and may also be in a position to make knowledgeable suggestions. It certainly appears that special educators should be systematically involved in the treatment plan and should be included in any multidisciplinary efforts.

All special educators should be trained to teach parenting skills to those parents who are having difficulties with their children. By making a few key suggestions to a parent, it may be possible to decrease the likelihood or even prevent a serious incident of abuse from occurring.

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They were working on a piece of art together
and the curious boy-child, drawing a sun-face
in bright yellow crayon
asked
"Then, does this great sun light up the whole world?"
His artist mentor basked in the question
taking a good while to reply.
"Well, yes, the sun and other things, boy."

"So how does it happen?" again queried the child.
A sigh and then, "you'll see. . ."
"as long as you don't always stay
between the lines. . ."
The small face looked up holding wonder
and simple knowing—"Oh, and it will happen
only when I am big and you are little?"
A smile from the one who had taught him well,
"For sure, child. . .then and only then."

Professional News

Jed P. Luchow, Ph.D. (498)

Professor Barbara Baskin of the Office of Special Education at the State University of New York at Stony Brook has recently edited a sequel to her books on children's literature for the American Library Association. The new work is Baskin, Barbara and Harris, Karen. *The Mainstreamed Library.* Chicago: American Library Association, 1982.

Dr. Edward R. Sipay (248) of the Reading Department at SUNY Albany was invited to address the Sixth Annual Kephart Symposia held in Aspen, Colorado on July 19, 1982. His presentation was entitled, "How to Make a Useful Reading Diagnosis."

Dr. Stanley Winters (805 and **Mrs. Bertha Perez** (805) were honored by the Executive Board of Chapter 805, Queens College, at a dinner on May 3, 1982 for their outstanding contributions to the New York State Council for Exceptional Children. Both Winters and Perez received plaques commemorating their service. Mrs. Perez had served as president of Chapter 805 and as *Queens/Brooklyn Regional Representative.* Dr. Winters had served as faculty advisor to Chapter 805, *Long Island Regional Representative,* and *Secretary* of the New York State Council for Exceptional Children.

Lois Smith (805), the Long Island Regional Representative was recently elected Treasurer of the Council for Learning Disabilities (National Board). Ms. Smith has previously been NYCLD President and National CLD Newsletter Editor. She is employed as a Guidance Counselor for the Handicapped in the Jericho Public Schools.

Sr. Dr. Lucina Hayes, CSJ (943) was the first recipient of Capitol District Chapter 943's "Special Educator of the Year Award." Sr. Lucina, Professor of Special Education at the College of Saint Rose, has been an educator for forty-seven years. Currently, she is Coordinator of the Learning Disabilities Graduate Program at CSR. She has also served numerous state and federal committees related to education of the handicapped. Over two hundred friends gathered at the reception to honor Sr. Dr. Lucina Hayes on May 12, 1982.

Sean O'Neill (943), the New York State Council for Learning Disabilities representative to the CEC Executive Board was recently elected to a three year term as Northeastern Representative to the National Council of Learning Disabilities Board of Trustees. Mr. O'Neill has previously served as the NYCLD Liaison Committee Chairperson and the NYCLD Treasurer. He is a resource room teacher for the Greilderland Public Schools.

Donald L. Johnson (248), President Elect of the School Psychologists of Upstate New York (SPUNY), announced the annual conference to be held October 14-16, 1982, at the Ramada Inn, Binghamton, New York. The featured speaker will be John Guidubaldi, current President of the National Association of

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PRESIDENT'S MESSAGE

As we begin a new school year and a new administration, I would like to take this opportunity to share with you several situations that have developed during the past few months.

On August 6, Mr. Louis Grumet, Assistant Commissioner for the Education of Children with Handicapping Conditions, State Education Department, informed the participants at the Annual School Law Seminar in New Paltz that for the first time since the enactment of PL-94-142 there would not be major changes in the Commissioner's regulations for handicapped children in New York State, except for the introduction of proposed early childhood legislation. The thrust of this proposed legislation supports educational services to handicapped children, ages three to five, which would be provided by public schools and would be fully funded by the State Education Department. Also mentioned was the fact that the Board of Regents extended the option for school districts to use either existing or newly revised regulations for handicapped children. This option would be in effect through Hune 1984, allowing school districts more time to react to the new Part 200 of the regulations.

Mr. Grumet cited the numerous revisions proposed by the Reagan administration in Pl-94-142. These proposed changes include:

- Elimination of parent approval in the designation and placement process.
- Elimination of multidisciplinary team for designation, placement and change of placement.
- Deletion of parental documentation and time lines on the IEP.
- Extend time regarding decisions on Due Process Hearing from 45 to 60 days.
- Reduction of mandated related services.
- Changes in mandates regarding least restrictive environment.
- Ability of the Committee on the Handicapped to approve "reasonable" services.
- Elimination of triennial evaluation.

Mr. Grumet informed his audience that copies of the proposed federal legislative changes were available by calling his office in Albany, but that none of these proposed changes would impact on the Commissioner's regulations in New York. According to Mr. Grumet, states would be responsible for enacting their own regulations in the absence or modification of federal regulations.

It will be interesting to follow the course of these proposed changes, and as in the past, we will keep you posted on current developments.

In spite of the numerous federal, state and local problems currently being experienced in education, I look forward to a stimulating year and solicit your support and participation in the activities of the federation.

Albany Region News

Kathleen Lawrence

Since January, the Capitol District Chapter has held three topical meetings.

The first, in January, featured Dr. Alexinia Baldwin, Associate professor of Education at SUNY-Albany who discussed: "The Gifted: Another Challenge Among Exceptionalities".

She dealt with the identification processes, criteria, the problems faced by a gifted person, and gave suggestions on how to deal with the gifted student. Her definition of one who is gifted is a person who possesses a creative problem-solving ability and task commitment in one or more areas of development.

Dr. Baldwin is a recognized expert in the field called "Gifted", having grown in it and with it over the past several years. Her dedication to this discipline was evident as she fielded a wide variety of questions related to this topic.

In March, a panel discussion, entitled "Emotional Disturbance: Is It In the Eyes of the Beholder?" raised the issue of disturbed behavior vs. disturbing behavior. Is there a difference between the two? What does each mean? Does the interpretation depend upon who is observing.

Perspectives on this topic were discussed by Albany area professionals working with the emotionally disturbed. Panelists included Dr. Frank Doberman, Board Certified Psychologist and School Psychologist for the North Colonie Central Schools; Ms. Susan Mironchuk-Schanz, ACSW, Director of Clinical Services at Vanderheyden Hall, Troy; and Ms. Patricia Rogers, Special Education Teacher for the Troy City Schools.

In May, this chapter honored Sister Lucina Hayes, C.S.J., a special education professor at the College of St. Rose and a long-time teacher of children with handicapping conditions, for her outstanding contributions to the field of special education. A wine and cheese reception was held at the College with CEC members, colleagues, students, family, and friends.

The Albany chapter plans to make "Special Educator of the Year" an annual event, to more fully recognize area people who contribute to the field.

Special Education Versus

(Continued from Page 4)

boundaries between special and regular education programs. To achieve this we must develop and utilize alternative methods of diagnosis.

The current means by which retardation or other cognitive disabilities are typically diagnosed, performance on an IQ test and reported behaviors on an adaptive behavior list, demonstrate the degree to which current classification mechanisms force rather than facilitize decisions about an individual's functional capacities. The differential assignment of labels results from the reliance on one dimensional definitions and the failure to develop the systematic means for assessing functional academic level on individual basis. It is this failure to develop adequate means of determining areas of academic deficit which causes clinicians to rely almost exclusively on IQ test scores. The problems associated with the diagnostic process and the equitable assignment of students to educational programs can be addressed by designing the IEP as a decision tree protocol or criteria map. This system, which is currently used by the medical profession to evaluate medical care, tracks the logic of the physician, who sequentially collects preliminary patient data, identifies positive findings, and takes specific actions based on these findings. In an educational context and specifically in reference to the IEP, the decision tree concept could be achieved by criteria mapping in hierarchical order the areas of reading, math, language arts, and social living. A teacher employing such decision tree IEP protocols in each academic area would be able to specify each child's exact areas of functional deficit and develop both immediate and long-range goals. Criteria mapping employs a branching format that enables application of only those criteria items relevant to a given student. Specific findings for each item lead to a subsequent decision or action, also expressed in the branches of the criteria map. The branching format thus addresses the processes of symptom evaluation and longitudinal care while simultaneously accounting for student specificity. Criteria mapping also enables efficient data abstraction which leads to accurate audit and accountability control. The IEP designed as a decision tree protocol or criteria map could serve as the alternative diagnostic procedure because it would be applicable to all children and thus able to guarantee the equitable assignment of labels.

After years of controversy, a constellation of factors such as court suits, the failure of research to demonstrate the superiority of special classes, the purported negative effects of labeling, and legislative mandates such as PL 94-142 have conjoined to force systems throughout the country to abolish their segregated special classes and reintegrate their handicapped populations into the educational mainstream. The rationale of PL 94-142 is to provide an optimal normalizing environment for handicapped students. However, if PL 94-142 is to achieve its goals of optimal normalization, then it must provide for more than a mere physical change of environments. It must provide educators and psychologists with alternative methods for diagnosis and new options for educational placement. Our present educational structure which dichotomizes special and regular education programs must be replaced by a comprehensive system which allows for the free movement between systems for all children demonstrating academic deficit. Our educational institutions must be open to meet the needs of each child rather than to fit the needs of individual students to narrowly defined and closed educational programs. These student needs should be determined by mapping the student's functional academic deficits through the use of decision tree protocols. Such a procedure would enable educators to provide many measures for each student who appears at risk and would lead to a criteria-based analysis of each child's functional academic level. This is the challenge that awaits the advocates of PL 94-142. This position paper represents one small step toward meeting this challenge.

The Effect Of School Climate

(Continued from Page 6)

satisfaction with regular education. A majority of teachers who participated in the study have been teaching many years. Many may be experiencing teacher burnout. Many teachers may feel that special education is a viable alternative. They may also believe that with cuts in regular education, there may be more job security for them in an expanding special education program.

This article was based on Piro, M.H. *Attitudes of regular class teachers toward special education and mainstreaming* (Master's thesis, Herbert Lehman College, CUNY, 1981). *The author gives special thanks to Dr. Brian Hurwitz for his invaluable assistance and encouragement with this project.*

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Reversing The Tide of Decay

(Continued from Page 7)

severely disturbed by his District's Committee on the Handicapped. Even then, he is not admitted until he and his parents visit the building, are escorted on a tour by a student guide and get a chance to speak with the Principal, Guidance Couselors and teachers and other students. The type of setting we present becomes self-evident when one realizes that while everyone of the visiting students has experienced multiple failures, numerous suspensions and expulsions, over 95% want to attend. They are attracted by the warmth and positive attitude they encounter while touring, by the cleanliness of the building and total inside absence of graffitti or litter, by seeing students changing classes orderly, carrying their books and wearing their hats, and by the large number of vocational shop classes, an alternative program like our provides.

Sterling is a Special Education High School and, as such, each student is educated individually from his own Individualized Education Plan or I.E.P. This is a document required by PL 94-142 which recognizes that each child is unique and has to be educated individually according to his needs. IEP's are filled out by the teachers and are updated periodically.

Though every student is given reading and math classes, the focus of the program changes with the person. A young man who comes to us at age 18 with a 2nd grade reading level is not going to get a High School diploma. He has to know that and accept it, but we'll train him in vocational areas and help him get into job-training programs. Though we have students who graduate each year by meeting High School standards, and we even have graduates in college today, the predominant number of our students won't graduate. For these students, we provide vocational training in auto mechanics, barbering, tailoring, photography, woodworking, baking and plastics. Those who show ability and work hard can use this as a springboard to a career, while others can take them for fun and interest.

Those students who need part-time jobs are helped to get them through our contacts with YETP, YEDPA, CETA and private industry. Almost every student who wants work and is willing to follow through will get it, along with career skills and job and interview preparation.

Since many of our students come to us deficient in reading and math skills, they are given intensified help though our Title 1 and special reading classes. Again, much of the material is work-oriented containing survival skills such as manual and booklet reading and job application forms.

For those students who are diploma-bound, they get intensified preparation for the State Regents Competency Exams, as well as a full academic program.

For those students who reach an age and time in their life that makes it necessary for them to move on, we have working relationships with job training and placement agencies such as Vocational Foundation, New York State Employment, Placement and Referral, O.V.R. and the alternative program such as Far Cry, Outreach and the High School Equivalency Program. Each student is counselled extensively and when he is prepared and ready is matched up with a program commensurate with his needs. All the students receive on-going counselling and therapy.

Additionally, we have an extensive physical education program featuring inter-scholastic teams and intramural activities, as well as numerous special shows and programs. One such program involving mother and son photos will be featured in the Hall of the Board in honor of Mother's Day. We even have a grant to have students evaluated at the Johnson O'Connor Research Foundation to determine their individual strength and aptitudes.

If this is not helping to reverse the tide of decay in our system, I am at a loss to know what is. Our students have failed extensively, but still yearn to succeed. Private schools, with a selective admission policy, would never attempt to deal with our students. We, in public education, do it through mandate and concern. We should certainly not be stigmatized and critized for it. Furthermore, by removing students in need of special education from regular classes, we allow those mainstreamed students a better opportunity to grow and develop. Unless, we have lost our social conscience and national purpose, special education cannot be considered an unanffordable luxury, but a moral necessity.

Professional News

(Continued from Page 13)

School Psychologists.

Dr. Herbert L. Foster (402) *Editor, The Forum,* will give the key note dinner address at the conference for Programming for the Developmental Needs of Adolescents with Behavior Disorders sponsored by the Council for Children With Behavior Disorders and the Minnesota Educators of the Emotionally Disturbed on September 20, 1982, in Minneapolis, Minnesota.

The Fourth Annual International Conference on Learning Disabilities sponsored by the Council for Learning Disabilities will be held on October 7-9, 1982, in Kansas City, Missouri. For additional information: Gaye McNutt, CLD Executive Secretary, College of Education, University of Oklahoma, Norman, Oklahoma 73019.

The Search For A Bronx Center

(Continued from Page 9)

for students with less severe handicapping conditions (P.S. 182 students).

4. *Physical Architecture*
5. *Adequate Emergency Procedures*
   An intercom system that links all classrooms to the principal's and nurse's offices, an evacuation plan, emergency medical service and related services.
6. *A Medical Suite*
7. *Space*
   The occupational therapist and physical therapist should have adequate space to work with students and to store supplies and equipment. The lunch room should have running water.
8. *Floors*
   Flooring should be of a type that can be easily and quickly cleaned.
9. *Hygiene*
   Change tables and portable screens that will ensure privacy should be in each classroom.
10. *Vocational/Career Opportunities*
    The site should have shops so that vocational and daily living skills can be taught.

Organizing and Implementing

(Continued from Page 10)

more complex or varied tasks. In fact, as Gold (1972) has noted, the use of the term *training* in the vocational habilitation literature "almost without exception refers to exposure rather than treatment, or it refers to placing on a job situation where it is hoped training occurs".

One focus of research in this area has dealt with the modification of rates of existing behaviors, i.e. increasing productivity, through *manipulation of reinforcement schedules.*

As indicated earlier, reinforcement is most effective when it is prompt, but in most work settings, payment is given once a week or even less frequently. A number of investigators (Evans & Spradlin, 1966: Schroeder, 1972; Zimmerman, Stuckey, Garlick & Miller, 1969) have shown that better timing and scheduling of reinforcement results in enhanced production rates for simple tasks of which workers are already capable. Schroeder (1972), for example, employed an automated arrangement which allowed immediate reinforcement. On a fixed interval (FI) schedule, productivity lessened as the interval was lengthened from one minute to one hour, but for some subjects, productivity increased on a fixed ratio (FR) schedule as ratio was increased from 1:5 to 1:300. Schroeder also found, however, that when considerable effort was required for the task, increasing the FR led to a decrease rather than an increase in productivity.

Another set of research studies has attempted to teach new and more complicated tasks, usually on the basis of a careful *task analysis* in which the target behavior is broken down into its component acts. For example, in a series of experiments, seven severely retarded males were trained in the operation of a drill press. Since the task involves a long series of responses, it was necessary to train each one separately. Crosson and de Jung (1967, cited in Gold, 1972) isolated approximately one hundred separate operants in the drill press task, since, as Crosson (1969) argued "the more severe the retardation of the individual to be trained, the more discreet the behavior specification should be".

Some of the operants were already within the clients' repertoire but specific training was necessary for "new" operants. Crosson and de Jung singled out a number of "new" operants for practice during a pretraining session prior to incorporating them into the overall sequence. This training involved the use of modeling, varieties, of verbal and nonverbal instruction, physical assistance, with prompt reinforcement of correct responses. As the clients' accuracy increased, these assists were gradually faded until the response occurred without aid. Reinforcement was then made contingent upon longer chains of responses until the entire sequence could be performed, and the reinforcement schedule was then thinned to the point at which it was compatible with other aspects of the overall program. All seven clients were able to reach a criterion of two errorless trials with less than three hours of training, and showed good retention two to twelve months following training. Thus the training procedure was successful in bringing about both acceptable performance and long-lasting effects.

Sheltered workshop clients and other retarded workers can be trained to perform much more difficult tasks than had previously been assumed.

Occupational/Vocational Training

Occupational/Vocational training is designed to teach a student specific activities which relate to real job experience and also to aid in the adjustment to (or at least to put up with) tiresome work routines, schedules, and the power hierarchy of the working world.

These may not be happy adjustments, but to some extent they are necessary.

Some specific activities within the world of work which provides the student/client with real jobs are: bus boy, salad making, and other restaurant responsibilities, janitorial jobs, car wash, laundry, hospital work, farming and sheltered shop, all of which are suitable initial experiences.

The Occupational/Vocational training developed in the special education school program should approach the procedures used in industry. The student develops a degree of skill and opportunity is provided for experience in an occupational area.

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Consortium Convention 1982

Schedule of Events

FRIDAY, NOVEMBER 12, 1982

8:30- 5:00	Registration
10:30-12:00	Session I
12:00- 5:30	Exhibit Area
1:00- 2:00	Lunch
2:30- 4:00	Session II
4:15- 5:30	Special Activities (Consult Program)
6:30- 7:30	Wine and Cheese Party (Sponsored by Consortium)
8:00-	Theme Dinner—*Cowgirls and Cowpokes*

SATURDAY, NOVEMBER 13, 1982

8:00- 2:00	Registration
8:00- 9:00	Breakfast
9:00- 5:00	Exhibit Area
9:15-10:15	Session III
10:30-	Plenary Session
1:00-	Lunch
2:30- 4:00	Session IV
4:15-	General Membership Meeting (NYSATH)
7:00- 8:00	Cocktail Party "Concord"
8:00-	Banquet Dinner

SUNDAY, NOVEMBER 14, 1982

8:00-	Breakfast
10:00-	Executive Board Meetings

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*FULL TIME STUDENTS only may register for the reduced fee. Those people who hold a full time paid position in addition to being a full time student WILL NOT be considered students for registration purposes.

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Persons in need of special accommodations or equipment in rooms or presentations, please indicate your needs here.

_____

_____

Organizing and Implementing

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complex assembly tasks: Acquisition, transfer, and retention. *American Journal of Mental Deficiency*, 1972, 76, 517-526.

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Workshop Highlights

Topics

Working with Parents
Mainstreaming
Nothing Without Labor (A program for delinquent youth at George Junior Republic)
Ribbin', Jivin', and Playin' the Dozens: The Flip Side
Outdoor Education
Social and Political Implications of 94-142
A Holistic Approach (Working with the L.D. in H.S.)
"Don't Bother me, I can't Cope" (Teacher stress)
Who Is Responsible? (Decision making for the ED/LD student)
IEP Student Management (A district wide data system)
Practical, Industrial & Vocational Arts for the Handicapped
Keys to Successful Mainstreaming
Parents Gifted
Sports Skill Training
Pac-Man in the Classroom?
After 21 What?
Learning Through the Creative Arts
Challenges for the 80's
Parents—Our Partners
Resource Room at the Secondary Level
Minimal Essential Criteria for a Center for Multiply Handicapped Children
Where Does Your Time Go?
Handicapped and Non-Handicapped in the Pre-School
Survival Training for the Handicapped

GREATER QUEENS CHAPTER 1002

On May 13, The Greater Queens Chapter of The Council For Exceptional Children held its first annual awards night at the Samuel Field YMHA in Little Neck, to honor outstanding special educators of Queens.

The 38 teachers were honored for their achievement in the areas of Academic Therapy, Innovative Curriculum, Creativity and Communication Facilitator.

In the area of Academic Therapy the teachers honored are: Lori Abraham, Virginia Ann Burnham, Alvina Birnbaum, Cynthia Dotson, Iva Feldman, Maureen Hentrich, Lester Katz, Estelle Levenstein, Jeanette Lyons, Alexandria Markovich, Suzanne Merkel, Israele Metzger, Jeanette Pawlow, Gale Wein and Bernadette Zabrouski.

In the area of Innovative Curriculum Development: Mary Ellen Allen, Muriel Cass, Sandy Cohen, Barbara Flaumenhaft, Robert Fritz, Marilyn Hurley, Joan Lea, Candice Weinstein and Mark White.

In the area of Creativity: Frank Buonanno, Robert Calderon, Maxine Seinfeld, Dorothy Calise, Shirley Korman, Constance O'Connor and Steven Speisman.

In the area of Communication Facilitator: Harriet Arrington, Joan Monroe, Monica Murphy, Rena Stanford, Helene Schlesinger, Clara Mazzei and Jessie Taylor.

Bertha Perez, Regional Representative of C.E.C. and Gloria Weinman, U.F.T. Special Services Representative addressed the honorees and 250 people in attendance. George Singfeld, Director of Special Services for the Samuel Field YMHA and C.E.C. editor, was presented by Sylvia Murzin, Chapter President, a "Campership" Award of $200.00 to sponsor a child to the Samuel Field Summer Camp.

Sybil Sheinberg, Past President installed the officers for the 1982-1983 year: Sylvia Murzin—President, Janice Speisman—President Elect, Selma Greenberg—Vice President, Michael Zangwill—Treasurer, Maxine Hersch—Recording Secretary, Florence Leavitt—Corresponding Secretary. Refreshments were served by Gale Wein and Jackie Leitman.

The FORUM

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VOLUME 8, NO. 4 **WINTER 1982**

ISSUE TOPIC
EDUCATION OF THE SEVERELY AND PROFOUNDLY HANDICAPPED

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VIEWPOINT

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The Education of All Handicapped Children Act, passed in 1975, specifically targeted the severely handicapped for educational services. The diverse needs of this population require a continuum of service delivery that is broad in scope and continuous over a lifetime. We are pleased that New York State, even prior to federal mandates, was supporting such a system and continues to do so today.

This issue of *Forum* has given us the opportunity to present samples of the extensive network of programs available to the child with severe handicaps. We have endeavored to include descriptions of programs for individuals from pre-school through young adulthood, in both the public and private sectors and representing a variety of disciplines.

Recent advances in instruction of the severely handicapped combined with ever-changing judicial and regulatory decisions have brought numerous controversies to this area of special education. Questions pertaining to the educability of severely handicapped students as well as to the role of the private sector in educating these students seem to be reviving issues that were addressed years ago. Defining the least restrictive environment for these students remains an area that has led to dissent regarding the degree and type of integration into regular schools and communities. The provision and definition of related services for the severely handicapped is confused. Responsibility for infant and pre-school education for the severely handicapped has not yet been clearly established.

These issues represent the growing pains of a relatively new area of special education in times of economic restraint. As editors, we have hoped to present a variety of programs that represent different viewpoints on these and other issues. In assembling these representative programs, we are not necessarily supporting all of the ideas expressed. It is our belief, however, that these programs represent the existing service delivery system in New York State.

We would like to express our thanks to Dr. Herbert Foster for permitting us to address this exciting and important area. Most significantly, however, we would like to thank our authors who have worked diligently to describe the programs and services with which they are involved. Foremost in their endeavors is a strong desire to provide the best possible education to all handicapped students.

The Brothers and Sisters Of Severely Handicapped Children

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Teachers working with parents of severely handicapped youngsters should be aware of the impact that the handicapped child may have on his normal siblings. In some families, the presence of a severely handicapped sibling may adversely affect the development of his brothers and sisters. Normal siblings may become resentful over the inordinate amount of attention given to their handicapped sibling. Younger normal siblings may also have anxieties that may develop a severe disability sometime in the future. As they reach adolescence, one cannot discount the fears of normal siblings that they too might become the parents of a handicapped child. These are anxieties that cannot be easily glossed over.

Despite the potential for negative consequences due to the interaction between handicapped children and normal siblings, there is also the opportunity for many positive experiences which may be conducive in enhancing the integration of the family unit. Grossman (1972) studied eighty-three college age siblings of retarded children. Some of the normal siblings were bitterly resentful of the situation involving the handicapped sibling. However, many other siblings seemed to have benefited from growing up with a handicapped brother or sister. Some of the young men and women of handicapped siblings who were interviewed in the Grossman study seem to have benefited by prejudice and the damage it can do. In addition, there was a reflection of an unusual degree of understanding and compassion for others. Also, a greater degree of family closeness and pride was developed.

However, Grossman's study also indicated that a large proportion of the normal siblings seem to have been harmed. They felt ashamed, they felt angry about their fate, they felt quilty about their own good health, as well as cheated out of the time, love and attention needed by their parents.

It appears that if parents accept the handicapped youngster, brothers and sisters are more likely to be accepting of the child. The more open discussion that exists among family members, the more likely the normal siblings will be able to cope effectively. It is also interesting to note that in Grossman's study the more the families and especially the mothers accepted the handicapped child, regardless of the severity of the handicap, the more openly the family members seemed to have talked about the child's difficulties. One may assume that it is not the severity of the handicap in and of itself that affects most normal siblings' perceptions, but the way in which it is interpreted and responded to.

One may speculate that as normal siblings mature, they need to receive information about their handicapped brother or sister so that they will understand, empathize and be able to play a role in the care and treatment of their sibling. Normal siblings, as soon as they are mature enough, should be given truthful information about their handicapped sibling and how it will affect their lives. As the normal sibling becomes an active participant in dealing with his handicapped brother and sister, he is more likely to weather crisis situations that inevitably will arise whether they be in the family, socially or in school. Knowing the truth and an openness of communication within the family will do much to alleviate many of the stresses and anxieties that can be harmful to siblings of the severely handicapped.

With the advent of Public Law 94-142, we can no longer permit any member of society, whether it be the school or the sibling of the handicapped, the luxury of denying a future to the handicapped by fostering attitudes of shame, embarrassment or ignorance. The impact of the handicapped can have an enormous effect on siblings. In some situations, the results may be disastrous, in others it may provide an opportunity for the normal siblings to learn, to grow, to become compassionate and to learn something about people who are different.

Reference

Grossman, F.K. *Brothers and sisters of retarded children: An exploratory study.* Syracuse, New York: Syracuse University Press, 1972.

Educating Severely Handicapped Students: The State Of The Art

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The past decade has witnessed increased interest and attention to severely handicapped individuals. With the emergence of varied new programs and services for persons with severely handicapping conditions, educators in the field have found themselves fighting to keep up with current instructional innovations. In order to facilitate teachers in this endeavor, the present paper will highlight some of the current trends in this domain.

The first task in developing an understanding of this population is to identify the severely handicapped student. Several definitions of the term "severely handicapped" have been proposed. Early attempts to define the population focused upon the behavioral characteristics of such individuals (Abt Associates, 1974; Sontag, Burke & York, 1973; USOE, 1974, section 121.2) For example; Sontag, Burke and York described the severely handicapped as:

> students who are not toilet trained; agress towards others; do not attend to even the most pronounced social stimuli; self-multilate; ruminate; self-stimulate; do not walk, speak, hear or see; manifest durable and extreme temper tantrums; are not even under even the most rudimentary forms of verbal control; do not imitate; manifest minimally controlled seizures; and/or have brittle medical existencies (1973, p. 21).

Subsequent to this depressing, and somewhat excessive listing of the worst characteristics of severely handicapped students, Justen (1976) provided a definition based upon their educational needs. Most recently, Brown and his associates have broadened the category by defining the severely handicapped as:

> students who are among the lowest intellectually functioning one percent of the school aged population. This one percent range includes students who also have been described with such labels as psychotic, autistic, moderately/severely/profoundly retarded, trainable level retarded, physically handicapped, multiply handicapped, and deaf/blind (Brown, Ford, Nisbet, Sweet, Donnellon, and Gruenewald, 1982).

Critical to the realization of education services for this population, the issue of educability has emerged. Prompted by such difficulties as the immense costs of services, burn-out of existing staff and community resistance to deinstitutionalization, the question of whether severely handicapped individuals can be trained has surfaced in a decision such as that of the Partlow State School, Alabama (Cavalier & McCarver, 1981). In this instance, a team of consultants to the school had determined that those residents who did not improve, given an extensive education, should cease their educational pursuits and be assigned instead to an "enriched" living situation (Ellis, Balla, Estes, Warren, Meyers, Hollis, Isaacson, Palk and Siegel, 1981). This question of educability has been generalized to a discussion of whether all severely handicapped children are entitled to an educational program. An excellent review of the legality of denying an education on the grounds of inability to benefit from it (Noonan, Brown, Mulligan and Rettig, 1982) found strong support for both sides of this issue.

As a practical matter, however, there is a large body of knowledge, based on verifiable techniques, that supports the education of these individuals (see, for example, Snell, 1978). Of particular note is a recent study of learning in a group of institutionalized residents from the very same Partlow State School (Ellis, Deacon, Harris, Poor, Angers, Diorio, Watkins, Boyd and Cavalier, 1982). The authors of the study state that they "cannot conclude that there are untrainable persons among those with extreme neurological handicaps." (p. 195). Clearly, our current state of knowledge of the technology of teaching allows us to be optimistic about teaching any severely handicapped student.

All handicapped children are entitled to an educational program. The question is not whether certain severely handicapped students can learn complex skills. It is, instead, whether we have been sufficiently thorough in our assessment to derive appropriate goals and objectives which are likely to be met.

It is being strongly argued that severely handicapped students attend regular school with their non-handicapped peers (Brown et. al., 1982). Although this model is extremely difficulty to actualize, there are several examples of school districts around the country who have been successful in this endeavor (Taylor, 1982).

Curriculum Content: Getting Down to Work

As a result of Public Law 94-142, the Education

for All Handicapped Children Act, most severely handicapped students in the United States are now, finally, receiving direct educational services. In designing educational programs for these handicapped students, we find ourselves addressing certain critical issues related to the substance, quality, and goals of our programs. Specifically, we must confront the question: Are the students being systematically prepared to function as independently and productively as possible in the most constructive nonschool and postschool environments?

In an attempt to develop educational curricula and related instructional experiences to prepare students for nonschool environments, it has been suggested (Brown, Branston, Hamre-Nietupski, Dumpian, Lerto & Gruenwald, 1979) that the overall curricular content plan be divided into four domains, which would include skill training in the following areas:

1. Vocational
2. Domestic
3. Recreation/Leisure
4. Community functioning

Brown et. al. do not offer these domains as replacements for traditional curricular content, such as language, motor or reading. Rather, they suggest that traditional domains be made subservient to the more fundamental and functional goals of preparing the lowest functioning students in our society to at least partially participate in community activities and environments.

In an attempt to deemphasize the limitation of severely handicapped students, such as genetic problems, Brown and York (1974) have offered a definition of teaching. Teaching, they state, refers to the arrangement of an environment that produces specified changes in the behavioral repertoires of the students. According to this definition, teachers must change their students in demonstrable ways.

The first step toward changing student behavior is to determine which behaviors and skills need to be developed or changed. One of the more crucial differences between teaching severely handicapped and mildly handicapped students is the degree of precision required when presenting instructional content (Brown & York, 1974). Teachers of severely handicapped students must have expertise in task analysis, the systematic dissecting and sequencing of the component subskills of a task. Objectives can be realized more efficiently if they can be operationalized in such a manner as to clearly indicate what behaviors the student must emit in order to demonstrate that a task has been mastered.

A further advantage of operationally or behaviorally specifying target skills is the elimination of superfluous instruction directed toward unrealistic nonproductive tasks as well as of unnecessary subskills of appropriate tasks. We educators must ask ourselves *why* we are teaching each particular skill. Any skill which is being taught should be justified on the basis of whether it contributes to the development of independent functioning on the part of the student.

Instructional Strategies: How Can We Teach Most Effectively

The questions of what to teach and what to include in curriculum content remain rhetorical if not taken further to include instructional strategy development. Instructional strategies designed to teach skill acquisition, fluency, generalization, adaptation and maintenance are required if we are to satisfactorily meet our responsibilities as teachers of severely and profoundly handicapped learners.

After we have determined curricular content and have targeted specific behaviors, we must begin to plan a training program. The first step of the program entails selecting an appropriate training setting. This setting will be most beneficial if it is natural to the performance of the target behavior. If, for example, traffic safety skills are to be taught, the training site should be one in which the student will see real cars, street signs and traffic lights.

Another variable in the training plan may be the length of each instructional session. Based on the complexity of the skills/behaviors being taught as well as on learner characteristics, the teacher will determine the length of sessions, number of opportunities for independent responding and the optimum arrangement of learning trials. An instructional session may be run for a set length of time. This will vary from student to student depending on attention span. Another possibility would be to set the number of training trials rather than the time period.

In general, instructional strategies concentrate initially on skill acquisition and progress later to fluency, generalization and adaptation. Basic strategies for acquisition involve providing the student with both antecedent directions for the accurate performance of the skill and consequences which are dependent on the degree of success with which the student performs.

The teacher may use various prompts and clues to help the student in the initial stages of skill acquisition. As the student progresses and the rate of success increases, it becomes the job of the teacher to fade the prompts and to encourage more independent functioning. Fading may be accomplished by providing prompts on fewer and fewer trials or by reducing the power of the prompts. A student might begin training needing a full physical prompt on each trial of putting on a jacket. As the task is done with increasing ease, the teacher might employ a different level prompt, such as a verbal cue. The goal, of course, would be for this student to put on the jacket at the appropriate time with the most independence possible. After acquisition, instruction should emphasize building skill fluency. It is not sufficient, for example, that a child be able to tie his shoe laces if an excessive amount of time is needed to do so. At this point, the instructional focus shifts to decreasing the amount of time needed to tie the laces so that the student will be able to accomplish this at an acceptable rate.

(Continued on Page 19)

Model Approaches For The Improved Delivery Of Independent Living Services

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Perhaps the most dramatic change in the vocational rehabilitation field over the past ten years has been the initiation and development of independent living programs. While the goal of vocational rehabilitation has always had as a principal aim the achievement of maximum independence (e.g., Braceland, 1961; Kandel & Williams, 1964; Oberman, 1965; Wright, Reagles and Thomas, 1971), effort has focused on maximizing the employability of the disabled person and in helping the individual adjust to and prepare for the work setting. Moreover, rehabilitation programs focused on the utilization of professionals (usually non-disabled) to guide the disabled person toward reaching full potential. The independent living movement has redirected this effort in two ways: a) the field recognizes the responsibility of providing services to severely disabled persons who had no clear vocational potential, and b) there is greater recognition of the right of disabled persons to direct their own futures and to play a dominant role in identifying rehabilitation goals and determining and providing services to meet these goals (Arneson, 1978).

De Jong (1979) describes independent living as the process which changes ability to capability, and provides assurances for the quality of that self determination and participation. Independent living skills are those which enable handicapped persons to exercise control over their own lives. This control can be achieved by developing techniques to minimize reliance on others in making decisions and in providing for self-maintenance.

The Comprehensive Needs Study (1975) authorized by the Rehabilitation Act of 1973 (P.L. 93-112), and the report of the White House Conference on Handicapped Individuals (1977) recognized the need to develop special independent living services. As a result, the Department of Education initiated independent living projects which were aimed at helping disabled persons control their own lives through self determination and participation. These programs have emphasized the need to recognize the individual's determination of his or her life style and the opportunity to participate in family and community as fully contributing members of society.

Last year the Department of Education's Special Education Programs provided for contracts targeted toward enhancing services to meet the needs of severely handicapped persons during the transition from school to other pursuits. Contractors were to:

1. gain access to the resources of the state, intermediate and local governmental agencies; institutions of higher learning and public or private non-profit agencies or organizations;
2. develop technical assistance and training services for independent living; and
3. improve the capacities of existing independent living programs to provide comprehensive services to severely handicapped persons.

Four three-year contracts were given to the following organizations:

- Human Resources Center—Northeast
  Albertson, L.I., New York
  (Federal Regions I and II)
- Services for Independent Living—Southeast and Midwest
  Euclid, Ohio
  (Federal Regions III, IV and V)
- Holistic Approaches for Independent Living—Plains, Montana; Denver, Colorado and Southwest
  (Federal Regions VI, VII and VIII)
- Center for Independent Living/Berkeley Planning Associates Berkeley, California
  (Federal Regions IX and X)

Each model site is approaching this task somewhat differently. At Human Resources Center, we are pursuing a three-pronged approach aimed at forming a communication network among the independent living programs in the Northeast; identifying and coordinating independent living resources in our immediate Long Island area, and developing and testing

specific program elements to meet unfilled independent living needs of youth in transition.

The project is just completing its first year and already project accomplishments are significant. The achievements of the project with the most immediate impact are two model service elements that are being piloted: live-in experience for youth in transition who have not had any previous experience in living by themselves (or with attendants) away from home; and a work experience program for severely disabled high school students.

Live-In Experience

Human Resources Center first explored the value of a live-in experience for teaching independent living skills some four years ago. Our Project PREP (Programmatic Research on Employment Preparation), funded jointly by the National Institute for Handicapped Research and Special Education Programs, had as a major thrust the development of a Career Education Program for physically disabled students. Independent living skills were identified as a vital element. We tested the efficacy of a live-in experience with senior high school students at Human Resources School as an added experiential component of a program of daily living skills. A house owned by the Center was designed to be fully accessible for physically disabled students. The students, all of whom commute daily to school, could get a taste of living at a home other than their families or guardians and could practice the daily living skills taught at school in a "house setting". The program was then extended to be an overnight experience as our project staff saw the enthusiasm for and value derived from the house. For most Human Resources School students, this represented their first "away from home" live-in experience, aside from an institutional setting. The experience was so successful, that the live-in experience was extended further to a 1-2 week stay and the program was built in to the school curriculum. The program also was extended to include more severely disabled students than were earlier admitted as the popularity of the program created strong demands from virtually all Human Resources School students. The live-in experience allowed the students the opportunity to take greater responsibility for their own care, food preparation, care of the house and their recreation. They had an opportunity for extended social interaction with peers and to learn to share responsibilities and, for some, to work with an attendant. For virtually all who experience the program, the outcome is an exhilarating realization that: a) life offered more than was heretofore considered possible; b) their own capability for independent action surpassed their own expectations; and c) that they could function without the protection of their family. The families, for their part, were relieved and thrilled with the accomplishments of their children and almost always surprised at their ability to successfully plan, purchase and prepare meals; access so many recreational activities; and work cooperatively with their peers.

Through the current grant, two improvements were made: 1) individualized plans were developed for each "resident" so that the program became more geared to the student's own needs and capacities; and 2) residents were brought in from outside Human Resources School to see if the experience would be as meaningful for students for whom the school was not a familiar setting. Our finding is that the exhilaration experienced and values perceived by these residents was no less powerful than that experienced by Human Resources School students.

Work Experience

There is a tendency in rehabilitation to distinguish between those clients whose goals are vocational and those whose goals are not. Independent Living programs generally are designed for those where a vocational goal is not feasible. The person's ability to perform work tasks, however, is an extremely rewarding form of independence. At Human Resources Center, we regard work to a large extent as the ultimate form of independence. For some individuals, other independent living skills are, in a large part, means to the goal of employability. For others, work, whether remunerative or not, is an expression and an achievement itself of growth in independence skills. The work experience program allows the students to participate in remunerative work under conditions similar to other work settings, but in the familiar surrounding of the Center and under the direction of supervisors oriented to the nature of the program. High school students apply for a four-week summer job. They can select a specific job from a list of "job orders" collected by project staff from Human Resources Centers' program managers, or they can indicate a general interest in employment. Project staff and the Human Resources School guidance counselor help the students make a choice. Managers interview the students and indicate to the program staff "acceptable candidates". A match is made taking into consideration the student's interests and strengths, and the requirements and judgement of the program managers. Where a match is not made, but project and school staff feels that a student would particularly benefit from the program, a job not listed may be developed. All salaries and transportation have been paid by the grant. This summer, seven students out of 24 applicants were placed. The experience was the first such opportunity for all the youth as part-time or summer work is almost non-existent for youngsters with severe physical disabilities. The experience is used to explore possible career paths either through the nature of the work itself or its content. Jobs included clerical, bookkeeping, library, and food service functions and were located in various departments of the Center.

These programs and other program elements will be explored as the project continues. We will also be watching for innovative approaches from other Centers. This knowledge will be transmitted throughout the independent living community of our own Northeast area and throughout the country via networking with the other three model projects.

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Meeting The Needs Of "At Risk" Pre-School Age Children With Down's Syndrome

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The Association for Children With Down's Syndrome (ACDS), Bellmore, New York, is a non-profit school which meets the educational and social needs of children with Down's Syndrome from birth to 5 years of age and provides a support system to their families. The cognitive and social levels of the children at ACDS vary between borderline normal and severe/profound mental retardation. In accordance with the theme of this *Forum* edition, the present paper deals primarily with the ACDS program designed for severely handicapped children.

A short term Intensive Program (IP) has been established to meet the needs of our more severely handicapped children. The IP is designed to accelerate the rate of acquisition of skills in all areas. A multiphasic assessment process is used to identify those children in need of the IP and an interdisciplinary team of special educators, assistant teachers, psychologists, physical and occupational therapists, speech pathologists, nurse, social workers, volunteers and university practicum students provide direct services.

Generally IP children exhibit patterns of multihandicapping disabilities (i.e. Leukemia, Cerebral Palsy, digestive disorders, visual and auditory deficiencies, congenital heart defects, etc.). The comparison between children in traditional and IP classes is often dramatic. While all children at ACDS demonstrate delays in achieving developmental milestones, IP children acquire skills at a much slower rate. IP children attend a five morning a week program which has a maximum enrollment of six children. All therapeutic interventions occur with greater frequency and with longer duration. Medical management is more critical in the IP and in response to this, a registered nurse is present to monitor the children. The nurse is the medical liaison between the child's personal physician, our supporting hospital, North Shore University Hospital, Manhasset, New York and ACDS.

A rigorous neuro-developmental, sensory integrative approach is the foundation of the IP. Daily multisensory hands-on experiences are designed by the occupational therapist and physical therapist. These activities stimulate the olfactory, tactile, auditory, gustatory and visual senses as well as the vestibular, proprioceptive and kinesthetic system. As a result of these sensory motor activities each child begins to develop reflex maturation, body schema, postural balance and bilateral integration.

The educational program, reflecting the IEP with input from the inter-disciplinary team, is a combination of behavioral, language, social, self-help, fine and gross motor and concept development interventions. The main facilitators are the classroom teacher and teaching assistants who utilize the specialized techniques of imitation and modeling, graduated manual assistance, verbal prompting, backward chaining and task analysis. Psychologists collect behavioral data and define specific motivators and target behaviors to be modified. Behavioral intervention strategies emphasize teaching developmentally appropriate pre-academic and social skills to enable IP children to interact with normally developing peers. Behavorial stigmata demonstrated in the classroom or at home, such as rocking, finger flicking, thumb sucking, hair twirling, self-abusive and/or aggressive behaviors are targeted for extinction. To help accomplish this, behavioral techniques are demonstrated and taught to parents, teachers, volunteers and other individuals who have contact with the child.

Significant delays are often noted in the area of speech and language development. A total communication approach using exact signs for specific commands, statements relating to internal states of the child and verbal rewards are used by all staff and primary caregivers for the IP children. The signs and verbal phrases are consistently reinforced to increase the acquisition rate of both receptive and expressive language. Once the sign and/or verbalization is mastered, generalization training can begin. Signs have been repositioned as high on the trainer's body and as close to the eye area as possible in order to increase eye contact. The other component of the speech program is pre-speech activities which include stimulation and strengthening of oral-

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Instituting A Behavioral Contract System For Developmentally Disabled Children

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The Nassau Center for the Developmentally Disabled is a voluntary, non-profit organization providing educational and therapeutic services to severely developmentally disabled children and adults. The philosophy of The Nassau Center, which was founded 25 years ago by a group of parents unable to find a place to serve their disabled children, is to help each student reach the maximum potential in mental, physical, and emotional growth. Towards this end the Center provides a comprehensive educational and therapeutic program to its students, including total communications therapy; physical therapy; occupational therapy; psychological therapy; and, horticultural therapy, which, to the best of our knowledge, is the only such program of its kind in the country. The Nassau Center has also contributed to professional/parent training through its sponsorship of many symposiums, conferences, and workshops on an international, national, and regional level. One of the Center's latest projects contributing to its success has been the development and implementation of a restraint management program.

The following report describes a specific classroom management program which was created for a class of severely developmentally disabled students, who, in addition to being retarded, manifested behavioral disorders. The project took place during the 1980-1981 school year. The class of students involved was comprised of five adolescent boys ranging in age from 10 to 15 years.

Each student had been diagnosed as developmentally disabled with concurrent deficits in cognitive, social, and emotional development. Three of the boys were reading on primer-first grade level and had acquired math skills at beginning first grade level. The other two boys had second grade decoding reading skills with first grade comprehension and second grade math skills.

All of the boys in this group displayed social awareness and interactive skills. Many of the interactive skills were maladaptive in nature; e.g., teasing, provoking, negative attention seeking. The maladaptive behaviors exhibited by this group not only inhibited positive social interaction, but also interfered with the learning process.

Direct consequences for misbehavior, such as time out or loss of a privilege, produced only momentary effect; long-term effects from such behavioral interventions were not evidenced in this group. Social praise had only a short-term effect for these children. Such behavioral techniques failed to teach these children to generalize appropriate behaviors to new situations. Thus, development, of a structured and consistent system of behavioral management that would provide these students with continuous control and decress maladaptive behaviors was warranted.

The primary goal for this group was not only to decrease maladaptive behavior and maximize potential for learning, but also to help each child achieve self-control and to have them internalize these controls to gain independence and mastery in appropriate school/learning behaviors.

Each child in the group demonstrated an understanding of actions and consequences. When reprimanded, each was able to describe his own misbehavior. Given this ability, it was thought that the students would benefit from a classroom management program using an individual contract with clearly defined behavioral objectives and consequences. Rewards were designated as five-minute blocks of free time to be earned for each five-minute period of appropriate behavior for a cumulative period of one-half hour after lunch.

We decided to focus in on the following types of behavior:

1) A social or maladaptive; e.g., inappropriate interaction, teasing.
2) Perseverative or self-stimulatory; i.e., behaviors that caused child to shift attention from task, activity, or lesson.
3) Regressive or immature; e.g., resistance to adult direction, crying or working below ability level, inappropriate use of time.
4) Aggressive—both physical and verbal acting out.

Prior to the onset of the behavior management program, each child had an individual conference with the teacher during which the child's specific and most pronounced misbehaviors were discussed

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Comprehensive Services For The Exceptional Child: The Role Of Computer Technology

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Over the past two decades, significant changes have occurred in the delivery of services for the exceptional child. The rational melding of formerly separate professional areas, the broadening of the concept of education, the powerful new technologies of learning derived from psychological research and the mandates provided by legislative and judicial actions have all served to provide an unprecedented optimism for education and habilitation. Computer technology, especially, has provided a powerful means of manipulating information and assisting in complex educational decision processes. Applications to the education of the exceptional child are potentially diverse and powerful.

In order to describe the impact that computer technology may have on special education, the backdrop of the Children's Unit will be utilized. The Unit is a private N.Y.S.E.D. certified private school that provides intensive educational and psychological services for children aged 12 months to 12 years who are variously classified as autistic, psychotic and emotionally disturbed. The Unit was established in 1975 and is based on a short-term, intensive, behaviorally-oriented model. The organization of the Unit is based upon functional-level groupings of children that change as a function of activity, rather than classroom assignment and the staff work in a module framework, teaching in many different child groups rather than in a single classroom. Weekly staff meetings are held in which the entire staff discuss the progress of the children and share suggestions. Further, all disciplines share in the total program development of each child and likewise share in its implementation and training each other in the special procedures of their discipline. Thus, a true integrated and comprehensive model of special education is achieved.

It was in this context that a commitment was made to integrate a computer system into the Unit to further increase staff efficiency and effectiveness. Such a system would also allow us to assist others in duplicating significant aspects of our model even in the absence of enjoying our organizational and administrative model. Our computer system was implemented over a period of many years and has been fully operational for the last three years. The following is a brief description of the major functions it provides.

On-Line System

A micro-computer is used to link all rooms and teaching areas within the Unit. A series of 12 video-display terminals are contained in the various staff offices, workrooms, teaching areas and administrative offices. Each terminal uses the telephone handset that is in each room to query the computer. For instance, if a staff member wishes to know the current medical status of a child with respect to medication, allergies, illnesses, etc., they press a 'O' on the phone keypad and a list of children appear on their terminal, each with a number next to the name. The staff member now dials the correct number and the information is presented on the screen. Various information may be stored in the data-base for each child which serves as an 'electronic file cabinet'. This is the general format for all interactions with the computer—a series of menus that guide the user to the proper choice so that all they must do is simply dial the number of the function they require. This on-line system has many other functions. It has a clock function so that all terminals display the correct time and serve to coordinate events. The staff enter the times at which they wish to be reminded about certain events, such as when medication is to be dispensed, dismissal times, activity schedules, meetings, etc. At these requested times, the computer displays the message on the screen and also announces the message over the P.A. system. The computer has full speech synthesis ability and thus can verbally present any information required. Since the daily schedule is in half-hour modules, the computer announces these half-hour periods to remind staff of general activity changes. It also assists staff in data recording by specifying the correct recording intervals associated with the individual child behavior monitoring system we employ. Further, the system coordinates the phone system to relay messages to the staff via the terminals and also serves as an electronic bulletin board, displaying various general staff messages, eliminating the need for frequent memos and briefings.

Child Evaluation

A second micro-computer system assists the staff with the various types of paperwork associated with their activities and also provides them with an analysis of their activities. The first major function is in I.E.P. preparation. The staff perform their normal tasks of

assessment and meeting with parents to discuss goals for the school year. The Unit uses a specially designed curriculum that encompasses 16 areas of development with each area divided into levels of development, each level broken down into stages and finally each stage sequenced by specific tasks. Using this curriculum as a guide, they prepare a draft I.E.P. This is entered into the computer using a menu-style format as mentioned above. Each item in the curriculum has a unique code number printed next to it so that a staff member does not enter text, but simply the code number. A series of menus then appear on the screen, asking the user to specify teaching methodology, materials, priority ratings, the criteria to be used for evaluating progress, prompting procedures, if any, to be used, response modality and the amount of time that will be devoted to the goal each week at the time that it is implemented. This information is collated by the computer and printed in a draft format. The numerical information remains, but it is also presented in a full prose format so that one reads the I.E.P. as one would any printed document. At the same time, the computer presents an analysis of the I.E.P., which contains information concerning the numerical distribution of goals over the various areas of development, the priority distribution over the course of the year and the relationship of annual goals to short-term goals. These data are presented in a series of charts and graphs. This information is then further used in I.E.P. meetings to further refine the I.E.P. Thus information too complex or too time-consuming to normally be used in planning is quickly and easily available to staff and parents. After changes are made to the draft, editing is performed on the computer which is a very simple and quick function. The final document is then printed in a prose format and each of the analyses mentioned are done again. This final document contains no coded information or terse phrases as is typical in most computer-generated I.E.P.'s, but reads very easily, such that most people assume it was done by hand in the normal fashion. Thus, I.E.P.s are produced that are comprehensive, easily modified through the phases of the parent meetings, provide analytical information and greatly reduce the time it would normally take to produce such documents.

Child Progress Analysis

The careful monitoring of the teaching process for each I.E.P. goal is a complex and time-consuming process. For each teaching program conducted, data concerning this program are entered into the computer. A template is displayed on the screen that is organized into columns that ask for information such as group size, setting, methods, response mode, evaluation dates, staff member, data format, program description, comments, etc. To speed entry, the user simply presses one key to move up the screen and another to move down. When positioned to the correct point, the computer displays a menu of answers and the user simply types the code number of the answer. Thus again, entry is simple and swift. Given access to this information, the computer prepares numerous reports for the staff. These include list of goals completed and in progress, reminders of evaluation points pending, group analyses of progress and detailed progress reports that are collated by area of the curriculum—so that they match the I.E.P. format—that provide a complete teaching history for each child at any time requested. This greatly facilitates the writing of reports, as staff can spend their time interpreting the information rather than laboriously collating it from files, thus yielding highly detailed reports that are less draining on valuable teaching and planning time. This computer function also permits rapid and complete evaluation of the program as a whole, by providing analyses across all children. The reports generated also serve as an important part of the I.E.P. process for the following year.

Direct Instruction

The third major component of our system is computer teaching machines. A series of micro-computers have been adapted and programmed for various teaching functions. By utilizing touch sensitive displays and special keyboards, as well as non-modified equipment, and taking advantage of the computer's color graphics, sound, speech synthesis, speed and flexibility, we have been able to teach a variety of tasks across a wide range of child ability. Examples range from teaching simple visual discriminations concerning shape, size, color, etc. to assisting in assessment of perceptual problems to monitoring physiological activity associated with various activities to teaching mathematics and social studies. Thus, our computers provide us with a very large gain in efficiency and are also able to teach in a fashion that is just not possible with typical materials. The benefits are clear and the children consistently derive great pleasure from working with the computer. However, our philosophy is very strong that these devices are replacement for teacher instruction. Indeed, our current research is focused upon the parameters of how computer instruction can be successfully integrated into the classroom, especially in the area of teaching prerequisite skills for teacher and group instruction

Summary

The integration of numerous micro-computers into the functioning of the Unit has been relatively easy and clearly has had a profound positive effect. This technology is readily available and can thus be used by those willing to make a commitment to learning the technology. Cost is often raised as a problem, but with current mass production, prices of these devices are much lower than is often thought. The use of such devices is not a panacea, however, for the complex task of education, and there clearly is an investment of time required to properly operate these devices. One cannot rely entirely on "off the shelf" software. But the time spent is well invested as the increased efficiency provided frees time for other teaching activities as well as eliminating burdensome paperwork. Given the progress being made in the areas of education and psychology, as well as related disciplines, and the powerful tool we have in the form of the computer, this is indeed a time of optimism and excitement.

The Labor Was Painful, But It Was All Worth It In The End

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Like all births the labor is perhaps the most dreaded aspect; that culmination of months of preparation, anticipation, planning, and fear. Fear of the unknown. The unexpected. What if something goes wrong? What if. . .? These are the thoughts that race through your mind as you go over every last detail again and again. Our birth took place during the summer of 1971, not a normal delivery by any standards, but rather a forced or perhaps an induced delivery. It was the birth of the first school district based program for trainable mentally retarded (TMR) students in Nassau County, New York.

It was a daring venture to say the least, perhaps even brazen and bold; the Levittown Board of Education voted to return thirty-six TMR students from BOCES beginning September of 1971. Now, it should be understood that TMR students assigned to BOCES in Nassau County had, prior to this, just moved into brand new quarters at the Rosemary Kennedy Center, which ironically lies within the Levittown school boundaries, and the Levittown Board of Education was going to house their program in what was called the 100 hall of the Abbey Lane School. A row of portable structures which had been erected after a severe fire had gutted the east wing of the building. Need I say more, as to why this was a bold, if not brazen act? Where would most parents want their child to go to school, a brand new modern structure, or a portable temporary structure? Needless to say, the summer of 1971 was a stormy one, with accusations, letters to Senators, Congressional leaders and the like. The concensus was that the Levittown Board of Education's motives were purely economic; it was an attempt to save taxpayers dollars at the expense of the mentally retarded. While economic considerations certainly were present they were not the overriding force. There was a genuine belief that the Levittown Union Free School District could provide at least as good an education, if not better, at a more reasonable cost, and at the same time provide the education in an environment that would more closely approximate the real world.

In an attempt not to disrupt those students who were already involved in vocational training programs, only those students under the age of sixteen were returned from BOCES to the district. The staff was hired, supplies and materials ordered, and everyone readied themselves for the new adventure awaiting them. Those first few months of the program during its early infancy, found everyone looking, watching, and waiting. Parents were always visible, almost waiting to "catch" us doing something wrong. Board members and Central Administration were also visible. The ever present public relations hype was proclaiming the success of the program.

Those early days weren't all successes; they were filled with trials and many errors. As with any childhood, growing up is usually painful. I remember the winter of 1973 when there was a rushing jet-like sound in the hallway, followed by hundreds of gallons of cascading water (an overhead water pipe burst), or the summer of 1974 when the office secretaries returned from the ladies room with their legs covered with fleas, sand fleas to be exact, or the time pipe smoke left the office and hit the smoke detector and evacuated 800 students on a brisk December day. But most of all, I remember the tough questions that parents asked in the Fall of 1974. Questions that we didn't have all the answers for, yet we knew we had to find them. Questions regarding vocational and occupational training, employment opportunities, sex education, and other items of importance to our newly emerging adolescent population.

When the program first began, it was established primarily with a self-contained format, each teacher with their own classroom, supplies, etc. While this arrangement had some advantages, it also had some drawbacks. Chief among them was the inability to utilize each teachers' specific or particular talent, and interests, and the fact that (at that time) with five teachers and thirty-six students, teachers and students could stay together for as many as four years. Initially we established several activity areas for the program, such as a motor skills room, a home arts center, and a vocational training and assembly area. Each teacher would be allotted a segment of time for their class to use these facilities. This ultimately led to a sense of disorganization. Each teacher doing their own thing in each center, and not always coordinating activities or structuring them on a task analysis basis. As a result, we piloted a departmentalized program that took on various evolutionary phases, as the program grew to what it currently is today.

By 1976, it was clear that while our student population hadn't grown significantly, it was necessary to significantly increase our space allocation in the Abbey Lane building, and also to increase our staff for greater specialization and programatic considera-

tions. While the TMR program had always utilized various portions of the school building such as the gymnasium, cafeteria, and library along with "regular" students, we now needed to take over an entire section of the building completely sandwiched by regular classes. We had truly entered our adolescent era. It helps to be in a district with declining school enrollment which makes it easier to acquire needed space and to also acquire unused materials and equipment. It was at this point in our development that we expanded our vocational workshop from two converted bathrooms with a combined square footage of 400 square feet to an open classroom center with over 3,000 square feet. We also added a fully equipped Industrial Arts room and program, appropriating most of the equipment from one of our Junior High Schools that had closed. In the center of the building, we added a store that was open to the public each afternoon. The store sells items made in the Industrial Arts class, as well as those items donated by friends, students, and parents. We also expanded the Home Arts Center to include an apartment, a food service kitchen, and a restaurant, which is open each Thursday to the public, by reservation, with food preparation and serving handled completely by our students. We applied for and received a Work Activity Center (WAC) status for our workshop by the U.S. Department of Labor. This allows us to pay students for contracted work on a piece work basis. As clients (we are now reaching adulthood) began to earn money we established a banking program that helps to show the clients the importance of saving and budgeting.

By June of 1977, we had truly arrived at adulthood, our first graduation and commencement. There were only two graduates that year, but it was a milestone, complete with caps and gowns, faculty in robes, parents, tears, speeches, class gifts, and a prom. The prom was open to all students in the secondary program and in subsequent years it would be open to all alumni, kind of an annual reunion.

Today the Abbey Lane Program boasts fifty-four students with seven teachers including the following:

3 Primary/Elementary Self-Contained Teachers; 1 Industrial Arts Teacher; 1 Academics Teacher; 1 Home Arts/Restaurant/Life Skills Teacher; and 1 Vocational Workshop Teacher.

In addition, the program has one full time Vocational Guidance Counselor, two full time Speech and Language Therapists, one School Psychologist, and seven teacher aides. The program also utilizes the services of the building principal, nurse, physical education staff (including a full adaptive physical education program), and all other building services and personnel.

While some of the evolutionary processes involved in the growth and maturation of our child (program) have been described, I have not discussed the advantages of having such a program within a school district. They are as follows:

1. The cost savings to the district are enormous. The cost to operate such a program is running us about 50% of the cost for the same services by BOCES. This is primarily due to the fact that:
   a. our buildings have the necessary space, so rentals or construction costs are nonexistent.
   b. Administration, supervisory, and ancillary support staff already exist, and did not have to be hired.
2. There is a sense of ownership in operating one's own program and with ownership comes extra effort and pride.
3. Normalization was enhanced. The real world isn't separated into all handicapped or non-handicapped categories. There aren't Special Education supermarkets, theatres, and the like. By having our program in a regular school building, it enables our young people to be associated with and actually share activities with a more "normal" peer group. More importantly though, the "normal" school population gains enormously from the exposure and familiarity with severely handicapped individuals. The roots of prejudice and bias are usually rooted in fear and lack of understanding. When our young people go off for a five day outdoor environmental experience to Frost Valley or Camp Huguenot, they aren't going with other severely handicapped children. Instead, they are living and learning with other youngsters who are in regular classes. The same is true in assemblies, in the cafeteria, on field trips, and in participation in other school events. Many regular students have come back to the Abbey Lane School to work as volunteers, and several have gone on to colleges and universities to major in special education. Pity the so called regular student who has not had this exposure, for they are truly handicapped.

I am not suggesting that every district immediately run out and launch a similar program. I believe that for such a program to be successful, a district must have at least thirty students between the ages of 5-21. Smaller districts might consider a consortia of several small districts in order to effectuate such a plan. As I recently mentioned to a neighboring district that was attempting to start a program, *"a class* is not a program." In order to keep our program viable despite our own dwindling numbers, Levittown has accepted limited numbers of out of district referrals. Unfortunately, we have not always been able to accept all referrals; 90% of which are parent initiated. As a final note, I must stress that Levittown is not anti BOCES, nor am I. I believe that a full continuum of services for the handicapped are necessary ranging from the private sector to BOCES to the local public school program. Each sector is necessary if we are to provide the most appropriate educational services for all handicapped children. If we can do this while providing the services in as normal an environment as possible, than perhaps we have helped and educated both the handicapped and the non-handicapped.

A Communication Therapy Program For Developmentally Disabled Children And Adolescents

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The ability to communicate is a prerequisite to the development of cognitive and social growth. The process of evaluating and treating children with various forms of communication disorders must be viewed as a total process and not one that is merely concerned with the production of speech sounds. The speech and language pathologist, in any program serving developmentally disabled children, is directly responsible for the planning and implementation of this process. Acquisition and enhancement of linguistic and cognitive skills is a primary goal of the therapeutic/educational team at the Suffolk Child Development Center. This philosophy is the foundation on which functional systems of communication are individually designed for each student.

The Suffolk Child Development Center (SCDC) is a non-profit, day program serving 185 developmentally disabled preschool, schoolage and adolescent students in Smithtown, New York. The student population is comprised of children who have been classified as autistic, multiply handicapped, emotionally disturbed and/or neurologically impaired. Simply stated, we are an agency that provides therapeutic and educational programs for individuals who are experiencing developmental disabilities which are manifested in various forms of communication and behavioral disorder.

Communication Evaluation

Every child entering SCDC for the first time is seen for a comprehensive evaluation of communication function. Since the children we serve represent varied degrees of communication deficits, the speech and language pathologist must be prepared to evaluate for a vast array of disorders. This includes the non-verbal, unresponsive preschool autistic child as well as the speech and language impaired youngster who speaks with severe articulation difficulties and moderate expressive and receptive language delays. A complete communication evaluation at the Center includes:

1. Audiological Testing
2. Speech and Language Evaluation
3. Oral-Facial and Feeding Assessment

Audiological Testing

Any child who demonstrates even the mildest deviation in communicative development should receive an audiological evaluation; therefore every child entering our program is tested accordingly. Testing is conducted in a sound treated room, via pure tone and/or live voice procedures. If a child will not tolerate earphones, we are also equipped to administer auditory stimuli, in a sound "field environment". The latter is usually the procedure of choice with our lower functioning and other "difficult to test" children. Testing, when possible, also includes impedence measurements for the purpose of identifying or ruling out middle ear dysfunction where hearing losses have been identified.

It is important to emphasize that any child can be audiologically tested no matter how low functioning he or she may be or how severe the child's behavior problem might be. If traditional audiological procedures cannot be pursued in our facility, then that child is referred to an agency where objective audiological testing is administered. Such a procedure might include auditory evoked potentials. Auditory evoked potentials provide a method of non-invasively measuring the brain's response to auditory stimuli which are provided through earphones. This is a truly objective and valuable testing procedure. Therefore, no parent or teacher should ever accept a report or comment that suggests a particular child to be untestable.

Speech and Language Evaluation

The speech and language evaluation is another segment of the overall assessment of communication function. The process begins with in-classroom observations and may include, depending on the child's level of functioning, clinical test procedures such as:

1. Expressive language samples
2. Tests of receptive linguistic ability
   a. single word vocabulary
   b. syntax and morphology
3. Phonological assessment
4. Voice evaluation

Due to the severity of the communication dis-

orders experienced by many of the children at SCDC, the administration of standardized language tests is impractical, inappropriate and very often impossible. As a result, a careful and ongoing observation of the child's classroom performance is pursued. This includes observation as well as pragmatic assessment of the child's interpersonal and inter-environmental communicative interaction abilities. Communication sections of developmental scales such as the Communication Evaluation Chart (Matheny, Miles & Anderson, 1963) and the Developmental Activities Screening Inventory (DuBose & Langley, 1977) are often included in evaluation. Standardized interview type inventories, designed to elicit information from a parent, guardian or teacher concerning the child's social, motor and communicative development are also frequently utilized. Such inventories include the Vineland Social Maturity Scale (Doll, 1965) and the Verbal Language Development Scale (Mecham, 1971).

Oral-Facial and Feeding Assessment

The oral-facial examination is an integral aspect of the communication evaluation. During this procedure, the speech pathologist carefully inspects and assesses the structures and functions within the oral-peripheral mechanism. This is designed to determine whether or not the child reveals any indication of structural or physical anomalies including motor deficits which could be affecting articulation and/or feeding and is extremely important when evaluating a child who presents with known neuro-muscular deficits. An outgrowth of this procedure is the cranio-facial assessment. Further assessment of cranio-facial development often results in finding which may suggest the existence of specific syndromes. Such syndromes are then either ruled out or confirmed in subsequent neuro-developmental and genetic examinations. Awareness of possible deviations in cranio-facial morphology is extremely important since many of the children we see have not had complete developmental examinations.

Many children may also present with neuromuscular difficulties which are frequently manifested in chewing, sucking and swallowing difficulties. As a result, all children and adolescents receive feeding evaluations and when necessary, are provided with specific therapeutic programs designed by the speech pathologist and carried out in a team effort by the speech pathologist, teacher and parent.

The end product of the communication evaluation is the transference of all test data into a meaningful diagnostic impression which then becomes the foundation on which the therapeutic goals are formulated and subsequently written into each individual educational plan (I.E.P.).

At the Suffolk Child Development Center, the teacher is the hub of the therapeutic/educational wheel and consequently receives information from all therapeutic services, incorporating recommendations from all therapists into the daily educational plan. Since the communication process is such an integral part of the daily classroom regime, frequent conferences between the teacher and speech pathologist are a necessity.

The speech pathologist confers with the classroom teacher to organize a plan for the carryover of therapy goals into the classroom. The speech pathologist also meets with the child's parents to discuss and explain the results of the evaluation as well as to discuss the therapy program. Specific suggestions with regard to home communication strategies are introduced at this time.

As the parent is considered such a vital member of the therapeutic/educational team, subsequent meetings are then planned with the intent to provide the parents with ideas to help facilitate carryover of therapy goals into the home. A by-product of this parent training procedure is that many parents become objective observers and are able to provide the speech pathologist with valuable information for program planning. Family visits to each student's home are conducted by the clinician.

Therapy

There is no one therapeutic philosophy pursued by the staff of the Department of Communication Disorders. Rather, each child's therapy program is individually designed to meet his or her own needs with an emphasis on communicative-cognitive development. In keeping with this model, it is our intent to ensure the identification and development of the most functional communication system possible. For example, if an individual initially presents as nonverbal or semi-verbal, then a "total communicative type" therapeutic milieu is pursued immediately. This would include an emphasis on speech development combined with an alternate communication system such as sign language and/or communication board or "communication journal". Our concern is for the development of a functional communication system through which social and cognitive skills may be enhanced. We are not interested in the acquisition of speech sounds without any consideration for communication intent and/or linguistic content.

While therapy is most often conducted on an individual basis, there are occasions when therapy may be conducted in groups of two or when the speech pathologist may conduct a group language session is a classroom. This type of activity might be designed to enhance social communication skills for a more verbal group of children or it might be an auditory training exercise which would be created to improve auditory recognition as well as generalized listening ability.

Therapeutic Philosophy for the Adolescent Population

Youngsters between the ages of 16-21 receive educational and therapeutic services in our adolescent program. Here, with reference to communication, the therapeutic emphasis continues to stress interpersonal communicative ability designed to more comprehensively meet the needs of this age group. The adolescents are introduced to a therapeutic philosophy which is based on the need for communication in community living.

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A Dean's View Of Teacher Training In Special Education

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We are in the midst of a rare period in the educational history of the United States, for we are providing greater educational services to handicapped persons than ever before. Schools of education are constantly studying ways to train personnel to provide the best possible developmental services to special populations. Faculty members evaluate research so that the lowest functioning children in our society can be given the best education which will be applicable to their needs.

It is necessary to bring into focus the issues and problems in the field of special education. In the last few years, a great many changes have taken place in the schools: changes in the training and retraining of personnel, in the relations between regular and special teachers and in ways that children are being taught. One of the goals of a school of education is to make absolutely sure that our preservice and inservice teachers will provide all children with quality education.

We must train teachers from an interlocking base of theory and practice. Teachers are not mere apprentices, but must be educated to operate from a sound professional base of principles. Training programs must stress multidisciplinary knowledge for the needs of the severely and profoundly handicapped are multiple. A professional teacher should be provided with a knowledge base so that educational concepts and techniques can be successfully integrated with those of the other members of the team: speech pathologists, psychologists, physical therapists, etc., in order to provide the best available training.

Very few college students have been exposed to severely handicapped children. In fact, most people do not know that such children exist; therefore, there are few students who choose a career of teaching the handicapped. In addition, most students believe that there are more jobs available in the field of the mildly handicapped and so gravitate to that specialization. In order to give students the necessary background about the field, intense practicum experiences are necessary. These experiences provide opportunities for students to work with many different professionals. Teachers in training must provide the severely handicapped student with a repertoire of skills necessary to function independently in a variety of environments. Those students have a right to a curriculum that prepares them to operate in domestic, recreational, vocational and social situations.

Over the years, we have heard a great deal about individual differences. The recognition of this principle forms the basis of individual educational plans for all handicapped children. Today, our teachers must be taught many different procedures for testing and identifying needs, rather than the simplistic procedures of yesteryear.

> The tragedy is that most people do not recognize the life and death nature of teaching. . .critical decisions of motivation, reinforcement, reward, ego enhancement and goal direction. Proper professional decisions enhance learning and life; improper decisions send the learner towards incremental death in openness to experience and in ability to learn and contribute. Doctors and lawyers probably have neither more nor less to do with life, death and freedom than do teachers. To deny the child the skills and qualities of the fully professional teacher exacerbates the assaults on freedom. . .which most of mass education renders inevitable and leaves to chance the kinds of interventions by teachers that open minds and enhance self-images. Therefore, the teaching profession must continue its negotiations with society in behalf of more perfect education for its children. Teaching is definitely a matter of life and death. It should be entrusted only to the most thoroughly prepared professional (Howsam, Corrigan, Denemark and Nash, 1976, p. 15).

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Education And Equal Protection For The Severely And Profoundly Retarded

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The Tenth Amendment of the U.S. Constitution states that "the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively or to the people" (Hazard, 1978, p. 586). Thusly, even though the federal constitution does not mention education specifically, the responsibility and power rests with the people. Further, the Fourteenth Amendment, envoked by the Fifth, established that the state shall not "deprive any person of life, liberty or property, without due process of law; not deny to any person within its jurisdiction the equal protection of the laws" (Hazard, 1978, p. 587-588).

The purpose of these Amendments is to protect all people from the state and its various institutions of which the public school system is one. Therefore, a local education agency may not deny to any child within its jurisdiction the equal protection of the laws, nor can they deprive them of life, liberty, or property without due process of law.

This paper will focus on those legislative and litigative issues pertaining to the delivery of services to the severely and profoundly retarded child; specifically it will attempt to answer the question whether or not the Severely and Profoundly Retarded Child has an equal right to an education.

According to PL94-142, the Education for All Handicapped Children Act of 1975, mentally retarded children were given a vehicle for redressing the inequality of our educational system, namely, the deprivation of an education. The legal precedent, Brown v. Board of Education (1954) emphasized that the concept and practice of segregation was not permissible in public education. The basic argument of Brown was that the equal protection doctrine protected a "class" of persons. In the argument for the right to an education cases, the "class" is all students, including the handicapped. In those cases where a state chose to treat the handicapped differently by denying them an opportunity to attend school, or by placing them in an inappropriate environment, the courts have consistently found that the handicapped had been denied equal protection based upon their handicap.

As a result of the Warren era of the Supreme Court, the landmark decisions reaffirming the right-to-education under equal protection have added accompanying reference to Brown. These cases (Armstrong v. Klein, 1979; Fialkowski v. Shapp, 1975; M.A.R.C. v. Maryland, 1974; Mills v. D.C. Board of Education, 1972; P.A.R.C. v. Commonwealth of Penn., 1971; Wisconsin v. Yoder, 1972) each amplified the scope of education to include the necessity of educating a child to function in society to the best of his or her ability regardless of the severity of the handicap.

While P.A.R.C. (1971) and Mills (1972) clearly established the right-to-education and right-to-treatment and, further, the use of public funds for private schooling if necessary, the Ohio court blatantly denied the same rights in Cuyohoga County Association for Retarded Children and Adults v. Essex (1976). This interpretation was misconstrued when schools were being required to provide institutionalization under the guise of education (Armstrong v. Kline, 1979; Cuyohoga v. Essex (1976); Levine v. N.J. Department of Institutions, 1980).

There exist three forms of judicial review concerning equal protection which the courts usually consider: (1) Rational Basis, (2) Strict Scrutiny, 3) Intermediate Tier. The first, rational basis, places the burden of proof on the opposing party to substantiate that the arbitrary classification of a severely retarded means ineducable. Arguments are frequently made by defining the characteristics of the severely retarded. In Levine v. N.J. Department of Institutions (1980) it was determined that "subtrainable children defined by state statue have no capacity for even minimal levels of performance or achievement which the 'thorough and efficient' class of the state Constitution addresses (p. 164). It was argued that differing functioning levels determine the content of the education not the right to it (Levine, 1980). Armstrong v. Klein (1979), Matthews v. Campbell (1979) and Wyatt v. Ireland (1979) each argued that severely retarded students may not be excluded rationally from an education and that the school should be held accountable for those youngsters who fail to benefit from the educational experience.

The second review, the test of strict scrutiny, is employed when it appears that a person's exclusion is a violation of a fundmental right or that this

person might be considered a member of the suspect class. It has been argued (Graham v. Knutzker (1972, 1973); San Antonio Independent School District v. Rodriquez (1973) that a person's right to an education while not clearly stated in the U.S. Constitution should only be made available to those people who can participate in the preservation of this democratic society. In Cuyohoga (1976) and Pennhurst v. Halderman (1981) it was reaffirmed that the state has the power to determine who is capable of benefiting from an education.

It has also been argued that the education of the severely retarded is a fundamental right. For example, the federal Constitution guaranteed the right to all people in Beattie v. Board of Education (1919). In Levine v. New Jersey Department of Institutions (1980), education became an important personal right. To deny this right would be to deny an individual of their liberty (Brown v. Board of Education, 1954).

The possibility exists that the "suspect classification" is applicable to the severely retarded population. In Fialkowski v. Shapp (1975), Wyatt v. Stickney (1971) and Pennhurst v. Halderman (1981), it was established that the severely retarded do share a history of unequal treatment and do meet the political powerlessness criterion for suspect class. However, it has been decided that severe handicaps establish a "suspect class" and, as such, are not capable of benefiting from an education (Guempel v. State, 1978).

There has been much litigation demonstrating the unconstitutional mistreatment of the severely handicapped (Halderman v. Pennhurst State School and Hospital, 1977; Wyatt v. Stickney, 1977; and New York Association for Retarded Children v. Rockefeller, 1973). In these cases the state institutions serving the severely and profoundly retarded were deemed inhumane.

The third review, the Intermediate Tier, was first introduced in 1972 where rational basis and strict scrutiny did not apply. An interest is important when a person's liberty has been interferred with. It was established in Craig v. Boren (1976) that important governmental interest is in question: that is, the ability to function in some capacity in society.

This Intermediate Tier does not always serve the needs of the severely retarded well. There were dissenting judges in both Levine v. New Jersey Department of Institutions (1980) and in San Antonio Independent School District (1973) who held that education was not a fundamental right. Thus the rational basis test was applied and the equal protection rights were denied.

With the economic problems to consider today, the threatened loss of federal support for P1 94-142, and passed litigation both for and against, the issue of providing a free appropriate public education for the severely and profoundly retarded is paramount. While the micro-question is whether or not these people are entitled to an education, the cosmic-question is whether or not all people having differing functioning levels should be given a free appropriate public education to meet their needs. Clearly, the courts have ways to exclude the severely and profoundly retarded from an education. Thus, it would appear that the burden is on the educators to hold fast to the principles for which P1 94-142, The Education for All Handicapped Children Act of 1975 stands.

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Cuyohoga County Association for Retarded Children and Adults v. Essex, 411 F. Supp. 46 (1976).

Fialkowski v. Shapp, 405 F. Supp. 946 (1975).

Graham v. Knutzker, 351 F. Supp. 642 (1972), 362 F. Supp. 881 (1973).

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Halderman v. Pennhurst State School and Hospital, 466, F. Supp. 1298 (E. D. Pa. 1977)

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Education Severely Handicapped

(Continued from Page 6)

In addition to building fluency, instructional environments can be arranged to facilitate generalization and adaptation of skills (Liberty, Haring & Martin, 1981). Generalization refers to the performance of previously learned skills in novel situations. Adaptation is the self-initiated modification of a behavior to fit a new situation. It has been recommended that training be varied, not only for purposes of generalization, but also for adaptation and maintenance of skills (Berkell, 1981).

In conclusion, it is important to note that even the most successful teaching strategies do not work with every student. Evaluation data regarding the effectiveness of the chosen teaching strategies are useful in making decisions about a particular strategy in relation to the progress of individual students. Without such performance data, it is difficult to match an instructional strategy with a particular student's needs or to ensure that a selected strategy is actually facilitating learning.

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Model Approaches

(Continued from Page 8)

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Meeting The Needs

(Continued from Page 9)

musculature. This is accomplished by providing both intensive oral digital stimulation and follow-up special feeding techniques. Unless otherwise indicated, because of digestional problems, solid foods and cup drinking are introduced prior to one year of age. Stimulation and feeding techniques are precursors to developing adequate oral muscle movement associated with speech articulation.

The monthly parent participation policy at ACDS and the monthly home visit component enable caregivers to participate in ongoing parent training. In anticipation of family adjustment difficulties, integrated family groups, run by social service, provide a forum in which all caregivers speak about their concerns and questions raising their children with Down's Syndrome. One issue which has been raised is that IP parents look toward the traditional ACDS classes as a reference group to measure their children's developmental progress while the parents of the children in traditional ACDS classes tend to use normally developing children for the same purpose.

In summary, the IP for Down's Syndrome preschoolers at ACDS is a transdisciplinary approach where interventions are implemented by all staff, facilitated in the class by teachers and reinforced at home by primary caregivers. The goals of the IP are essentially the same as for the traditional ACDS class: the acquisition of appropriate social/self-help, behavior, perceptual-motor and language competencies as well as the provision of a concurrent structured support system for the family.

Instituting A Behavioral System

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and defined. During the conference, the children were encouraged to verbalize as much as possible by use of such questions as:

1) "What do you do that gets you into trouble?"
2) "What should you do when you feel angry?"

Individual lists of targeted behaviors containing from five to seven items were developed following the meeting. Both the teacher and student agreed to work on each item. Key behaviors for each child were recorded onto individual contracts and were stated in positive, self-assertive terms. For example, a child that had the tendency to call out during group instruction had this behavior listed as "I will control my mouth during lessons," rather than "I will not yell."

Every morning, prior to all work, each child copied his contract onto a daily form and when completed, read it back to the teacher. A daily scoreboard was posted on the blackboard, in full view of the entire class. The morning class periods were broken into six one-half hour segments. After each segment, when a child had complied with his contract, a star was posted on the blackboard. This star was worth five minutes of free time. For noncompliance with contract behavior, a score of -1, -2, -3, -4, or -5 was posted according to the severity of the misbehavior.

After several months of this format, a second phase was introduced to increase long-term goal planning. A special recreation period was instituted every Friday. This special activity could be a disco party, field-sports event, class trip or movie. In order to earn access to this event, each child's daily behavioral tally was accrued weekly. A day of "no misbehavior" was worth 20 points. Any loss of free time for that day was subtracted from the 20 points. Daily scores were posted on the class scoreboard.

To earn the total hour necessary for Friday's activity, a score of 90 points was needed. It was, however, possible to earn partial access so that a student who had earned an insufficient number of points, in order to remain at the special event for the full hour, could at least be permitted to attend for a shorter period of time. A schedule of points necessary for attendance was posted in the classroom.

The program had a positive effect on the entire class. Each child responded favorably to this system, and the benefits from this system were seen in the decrease of misbehavior, growth of positive social interaction and individual academic gains. Less class time was spent on behavioral intervention and greater time was devoted to individual instruction.

In particular, several behaviors present prior to this program, such as cursing and stereotypic behavior, were virtually extinguished by the end of the year. One extremely hyperactive student was able to exert enough self-control to gain nine months in reading ability and one year in mathematics. Most of the regressive or immature behaviors were also diminished, and there were very few incidents of aggressive and acting out behaviors.

We felt that the success of the behavior management program for this group occurred due to certain characteristics inherent in the system. Specifically, contract behaviors were stated in positive terms, giving the child a concrete model to imitate, and focus was removed from negative behaviors to models that supported positive self-esteem. The children chose to perform positively and control their own behavior by generating and executing their own contracts, thus reducing the likelihood of a "power play" between the child and adult. In addition, the day was structured and plans were consistent for each child. Finally, reminders and reinforcements were given each day in the form of copying daily individual contracts and posting scores on the chalk board.

During the program each child in the class learned to set both short and long-term goals. Since the selection of these goals was based on both systematic data collection and student input, students were able to attain the goals receiving the valued reinforcement. Positive self-esteem was promoted and independent functioning increased.

The utilization of practical behavior modification procedures tailored to meet the needs of the individual students described herein can prove to be successful in maintaining classroom management with severely developmentally disabled students. This is especially true when student expectations are clearly understood by both teacher and child.

A Communication Therapy

(Continued from Page 16)

By the time an individual enters the adolescent program, consideration for "over 21" placement has already been under consideration by parents, teachers and therapists. As a result, the speech pathologist must design a communication therapy program which will enable the student to function communicatively on the highest possible level in a variety of settings. The speech pathologist's goals must now be more realistic than ever with regard to communication. For some individuals who have not as yet developed speech or who still do not demonstrate appropriate functional interpersonal communication skills, the clinician places a heavier emphasis on alternate communication as well as the development of inter-environmental communicative survival skills. For example, Nancy still is not speaking nor has she developed any non-verbal social communicative ability. If Nancy still has not developed social communicative competence, even on the lowest level possible, our concern must then be for Nancy to at least be able to perceive and appropriately respond to environmental stimuli. This type of therapeutic experience would be multi-sensory in nature and therefore would stress optimal perceptual functioning through the auditory, visual, tactile and even olfactory modalities. This would consequently result in her ability to respond to the given environmental stimulus. Auditory environmental signals which the student is taught include the horn of a car or a doorbell. Other modalities, such as the visual and olfactory are also the focus of training. The student is taught to visually recognize warning symbols and signs as well as to use the sense of smell (e.g., smoke) to provoke specific safety behaviors.

A discussion of this type of therapeutic programming for adolescents is not intended to suggest that similar goals are not addressed earlier in the therapeutic/educational program. However, it is in the adolescent program where this therapeutic philosophy will take precedent but will not preclude teaching a person to talk.

The rationale for this philosophy arises out of the functional realization that a specific individual or group of individuals may never develop speech or may never develop any higher level interpersonal communication skills than he/she already possesses. It is thus the speech and language pathologist's responsibility to at least develop and implement a communication program to increase an individual's potential for successfully communicating at an interpersonal/inter-environmental level, in whatever future seeting he/she may reside.

Summary

The Suffolk Child Development Center serves developmentally disabled children and adolescents who present with a wide variety of communication

deficits. The Department of Communication Disorders is assigned the responsibility of comprehensively evaluating each individual in order that the most practical and optimum communication therapy program can be initiated. It is our feeling that we have been successful in reaching this goal; however, there have been many keys to this success. These would include ongoing therapist-teacher cooperation, continued in-service education for speech pathologists and educational staff alike, parent education and training, constant updating of theoretical awareness and clinical competence and a sincere commitment among all concerned to continue to provide the most professional and functional program possible.

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President's Message

At the annual Federation Convention which was held in November at the Concord Hotel, plans were finalized to conduct three or four regional conferences in November 1983 instead of a state convention. Dr. Judith Bondurant, Vice President is coordinating these plans for the Federation and tentative commitments have been made to hold regional conferences in the Downstate Region, Metropolitan area and the Western Region, Buffalo. Discussion is continuing regarding other regional sites for conferences. Regional representatives have met to discuss the overall plans for the conferences and they will serve in the capacity of liaison and resource to the chairperson responsible for each regional conference.

Regional conferences were developed as an option to our annual state convention due to a dramatic reduction in the number of participants. Since the conferences will be for one day and within a reasonable commuting distance in a region, it is our hope that a greater number of our members will be able to attend. These conferences will allow for regions to plan a program around pertinent issues that reflect their particular concerns. If the regional conference model proves to be viable, the executive committee will consider alternating regional conferences with state wide conventions. Persons interested in volunteering for committees may contact their regional representative or Dr. Judith Bondurant.

The State Federation is also sponsoring a Professional Training Institute in Puerto Vallarta, Mexico from August 1 to August 8, 1983. This exciting opportunity will provide activities, lectures and workshops which focus on current problems and emerging innovations in the special education field.

Puerto Vallarta provides the charm of red-roofed houses and cobble-stoned streets, located on the western coast of Mexico. This quaint ocean front fishing village is smaller and less famous than Acapulco, but has developed a reputation for being an idealic vacation spot with smart bazaars and boutiques, numerous discos, pretty colonial architecture, sprawling gardens and beautiful broad sandy beaches. The food of the region is considered to be outstanding and offers a range of Mexican, American and continental fare. Our Institute will be held at the Hotel Calinda, Plaza Las Glorias, a charming ocean front facility with swimming pool and all of the amenities for operating a well organized conference, as well as providing an excellent atmosphere for relaxation and socialization. We hope that you and your friends will join us in our first adventure in international conferencing. An advertisement on page 30 in this issue of *The Forum* will provide you with additional information regarding our Institute, INTERFACE 1983.

I would like to thank all of the Federation members who worked so diligently to make the recent Consortium Convention a success. We look forward to your continued support and involvement in the activities of the Federation.

In closing, I solicit and welcome suggestions or proposals regarding activities and projects that you would like the Federation to consider.

A Personal & Professional

(Continued from Page 28)

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Capital District Chapter

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Special Educator. Last year's recipient was Sister Lucina Hayes, C.S.J. from the College at St. Rose, Albany. Details will be made available to members in January 1983.

The officers are: John Richman, President; Dan Johnston, Vice President; Sharon Delisio, Secretary; John Moyer, Treasurer; Brother John Farrell, Program Chair; Bill Robelee, Membership Chair; Kathleen Lawrence, Publicity Chair, and Deborah May, Regional Representative.

Professional News

Jed P. Luchow, Ph.D. (498)

Frances P. Connor, Ed. D. (Chapter 45) and Sharon Kaplan (Chapter 498) received a personnel preparation grant from the Department of Education for Teachers College, Columbia University to provide an inservice training program for principals in the New York City school system. The project, "Bridging the Gap," will serve 25 administrators through workshops, guest lecturers and instructional materials. Each participant also becomes a member of the Council for Exceptional Children.

Sally Kaminsky, Ph.D. (Chapter 498) and Rene Powers have recently published *New Links to Cursive: A power approach to handwriting,* with Curriculum Associates Inc., North Billerica, Massachusetts, 01862. *New Links to Cursive* is a structured, multisensory, cursive writing program specifically designed for students in grades 3 to 8 who display handwriting difficulties. The components of the program include a 128-page student writing book, a comprehensive teachers' guide and a spiritmaster book.

SUNY/Geneseo Council for Exceptional Children Chapter will hold their 7th Annual Special Education Conference, March 4th and 5th, 1983. For more information on their conference "Current Trends in Special Education," contact Patricia Burns, Box 54 College Union, SUNY/Geneseo, New York 14454. (716) 245-6055 or 245-5889.

Joel Mittler, Ed.D. (Chapter 71) and Dianne F. Berkell, Ph.D. (Chapter 71) ran a one week Summer Institute on the severely/profoundly handicapped at C.W. Post College, Long Island. Guest speakers at the Institute included Dr. Burton Blatt, Dr. Lou Brown, Dr. Ray Romanczyk, and Dr. Paul Wehman.

Lillie Pope, Ph.D. (Chapter 248), Director of the Psycho-Educational Center of Coney Island Hospital, Brooklyn, New York, recently published *Guidelines for Teaching Children with Learning Problems,* Brooklyn, New York: Book-Lab, Inc. 11218.

The book is a practical guide for teachers, parents, clinicians and tutors who are concerned about the student in any grade with learning and/or behavior problems. Guidelines are provided for assessing the needs of the learner who may have difficulty with the standard curriculum, and for planning an individualized instruction program to meet these needs. The book is based on the forty years of work Dr. Pope has devoted to the study of children with special learning needs.

Elaine K. Thompson (Chapter 248) has received a USOE grant. The Data Based Project is an in-service training program for resource room and regular classroom teachers to develop efficient management skills which lead to an increase in the pace of individualized academic instruction for mildly to moderately handicapped students. Teachers learn to graph, chart, and monitor students' performance on a daily basis, and to modify instructional programs and objectives based on the data they and their students collect. Funded by the Division of Personnel, Preparation Office of Special Education, the Data Based Project is being conducted at Teachers College, Columbia University, Dept. of Special Education. For further information please call 212-678-3809 on Mondays.

Lisa Fleisher, Ph.D. (Chapter 750) and Mark Atter, Ph.D. (Chapter 750) of New York University, have received a United States Office of Education Division of Personnel Preparation Training Grant to prepare: 1) special education learning consultants and 2) special education support consultants. Both programs were developed to promote the transdisciplinary model of service delivery. The Special Education Learning Consultant Program (leading to a Masters Degree or Sixth Year Certificate) is designed to prepare special educators to assume the roles of resource teacher, consultant, educational evaluator and teacher trainers. The Special Education Support Consultant Program (a 12 credit program) is designed to train professionals in allied disciplines to work with special educators in developing programs for the handicapped. Partial scholarships are available for both programs with funds still available for Spring 1983. For additional information contact Lisa Fleisher 212-598-2952.

Capital District Chapter No. 943

By Kathleen Lawrence

The Capital District Council for Exceptional Children is having another year of informative and thought-provoking programming.

Earlier programs were:

Wednesday, September 29, 1982—Potpurri: Your Child's Right to an Education—Ask the Experts. This will be a panel comprised of several experts who will field any questions pertaining to schooling, rights, procedures.

Thursday, November 18, 1982—Nutrition and Our Children—How Food Affects Our Children. This will be a panel discussion pertaining to food and nutrition and their relation to behavior.

Future programs include:

Wednesday, January 26, 1983—*New Games.* This will be an evening of demonstration and participation in the "New Games" technique—a series of noncompetitive, trust and self-image building games.

Thursday, March 24, 1983—Early Childhood Education and the Family Court Process. A panel will discuss the programs and services available, how to become involved in these programs, and an example of one of the programs offered.

All meetings will be held at Christian Brothers Academy, 1 De La Salle Place and New Scotland Avenue, Albany. Programs will begin at 7:00 p.m. Business meetings will preceed at 6:00 p.m.

This chapter will again honor the Outstanding

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A Personal And Professional Challenge: Socially Acceptable Risk Taking, Challenge, and Adventure

Herbert L. Foster, Ed.D. (402)
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Because of the conditions that prevailed, this Consortium Convention-1982 luncheon presentation was not heard and was cut short. Consequently, many asked that the presentation be printed in the Forum.

I have divided my presentation on A PERSONAL AND PROFESSIONAL CHALLENGE into two parts. In the first part, I will talk to the need for an alternative experiential curriculum for working with some special education students and clients developed around *socially acceptable adventure, risk taking, and challenge.*

The second part concerns your role in this process. For example, is your life style stagnant, *schleppy,* or adventuresome? And, how does this effect or affect your teaching, your curriculum, or your relationships with your students or clients.

I also am proceeding from the premise that many of you, too often, overprotect your students or clients because of their emotional or physical handicap and because of your not being a risk taker, hence, you are helping neither your students nor your clients to develop to their greatest potential.

Personally, I have had a number of interesting experiences that impressed me with the need to provide for *socially acceptable adventure, risk taking, and challenge* for our handicapped students and clients, and even more importantly, for ourselves.

For a number of years, I was on the Board of Directors of Camp Fire of Erie County and Chair of our Camp Board. One morning, I received a call that a child had been lost at camp and the volunteer firemen and State Police had been searching all night for the youngster. So, I dressed quickly and drove to camp.

As I was nearing camp, a helicopter was flying away. The youngster had been found in good health and had returned to his group. Since I was at camp, I had breakfast with the volunteers. As we ate and talked, I sensed an excitment and electricity in the air; the volunteers' adrenalin had been flowing all night and was still in their veins.

Suddenly it hit me that many of these volunteers thrived on the excitment and adventure of that night; they *needed* the experience. Without this occasional adventure, for many of them, their lives would be stagnant and without much meaning. Therefore, I thought, if they have these needs now, how were their needs for socially acceptable risk taking, adventure, and challenge met when they were younger and in school?

Unquestionably, many of these needs for socially acceptable adventure, risk taking, and challenge are met through such jobs at policemen, firemen, telephone linemen, and members of the armed forces. Interestingly, we now see many women in these traditionally male jobs. Therefore, my suggetions apply equally to male and female students as well as all of you in the audience. Very often when you speak to veterans of WW II, Korea, and even Vietnam, they talk of the adventure and the comradery, rather than the violence and the killing. Meanwhile, some in non-physical and non-adventuresome jobs satisfy their needs through being volunteer firemen, fishermen and hunters. Some even sublimate these needs vicariously through *spectatoritis* by attending football, basketball, and other major sporting contests, and by the hour and half hour from watching television.

Interestingly, there are times when we find ourselves participating in socially acceptable risk taking, challenge and adventure experiences without any preplanning or positive decision making on our part. This takes place when we are caught up in natural or man made catastrophies such as floods, blizzards, blackouts etc. We are participants by circumstance rather than by choice.

Just such an incident took place in Fort Wayne, Indiana, when the rivers flooded. Patty Martone (1982), Director of Community Services, the Fort Wayne Community School District, in her report on the flood, wrote, "None of us had known them (the rivers (in anger and total disrespect; none of us had gone to battle with them; but none of use had yet lived through the Flood of 1982 (p. 1)."

From Saturday, March 13, 1982, to Saturday, March 20, 1982, the life of each resident of Fort Wayne, Indiana was affected. The degree of change felt by each person varied; but all who live in this city experienced a realignment of values and a resurgence of long dormant and guarded emotions. Suddenly, priorities were rearranged, focus was altered, goals were redefined, and attitude toward

Fort Wayne's intergenerational understanding was affected as never before and will be-evaluated in the years that lie ahead. (p. 1)

The FWCS was deeply and significantly involved in the flood and seven days of change. As a school system given to structure and organization, we became important in a community's survival. We were called upon to assist during a period when trauma was rampant, regional devastation was a daily threat, and disaster for greater parts of our city was eminent. (p. 1)

One student worked 54 straight hours on the dikes and in directing traffic, another 30 hours at the Pemberton Site, a third drove a truck and loaded it 30 times with sandbags.

. . .a Wayne teacher reported hearing ABC reporters David Garcia and Max Robinson comment, "The student-teacher relationship was great. We didn't cut a piece of TV footage—everyone was always working and paid no attention to the cameras." (p. 5)

What have we learned from this disaster? Do we know each other better than before? Have we changed since the devastating experience?

Perhaps we have witnessed changes in people and have established relationships that are important. For instance:

1. The contribution that young people make to society is one of the social benefits of education. This contribution always difficult to measure. However, the efforts of young people during the flood were, on the contrary, quite measurable. We could assess the efforts expended and evaluate the results achieved. This measurement was satisfying to educators and was understood and appreciated by taxpayers in the community.
2. We learned that motives are, for the most part, honorable. Initial volunteer impetus among our students might have been one of sociability; however, as results because recognizable, unselfish contribution and service became the overriding motive for volunteering.
3. We learned the communication gap is not so great. The Flood of 82 was an intergenerational effort.

At the Coliseum Thursday night a 5th grader taught my husband to pack his sandbags; senior citizens were working with 11 year olds; and entire families left television to participate in real-life drama. (p. 7)

4. A nation learned what we already knew: our young people are the finest, most promising component of our community. We saw them rise to meet needs greater than their own and exhibit a pioneering spirit that was there waiting to be exercised.

And, finally,

5. We in the FWCS discovered our common purpose is greater that our individual differences. We all learned that education extends beyond the classroom to the seeping dikes, the muddy waters and the gritty surface of river banks. We realized that those who teach and those who learn can share a universal lesson in love. Let us hope the ripples will spread now that the waters have gone down. (p. 8)

In schools, however, most of the experiences we provide for our students are homogenized as on television. Indeed, the average school experience is of a secondary nature mediated through a text book, a film, a film strip, a television presentation, or a very boring teacher. Unquestionably there are many great teachers. However, there are not nearly enough of them.

Of course, some children do learn and develop despite boring teaching. However, many cannot. Some children have problems with the four walls and colors of a classroom. Indeed, many of the children in special education come from minority or lower socio-economic backgrounds who have learning styles different from stereotypical middle class children. We should provide these children, as well as all children, with a optional or alternative curriculum experiences that may better fit their learning style; a style that is experiential, more physical, and more emotional.

When young people are neither provided with socially acceptable adventure at home, in school, nor in their neighborhood, there are often dire results. Kurt Hahn, the founder of Outward Bound, The Duke of Edinborough Award Scheme, the United World College of the Atlantic, and who also provided the idea for our Congressional Awards, wrote that our western world's advancing material prosperity has "brought evils" that brought about "insufficient satisfaction of the youthful interest for adventure and the decline of compassion which is reflected in the plain business of individual unhelpfulness one to another." (Hahn (cited in Stewart, 1972).

Muriel Gardner (1976) wrote about young offenders who had committed violent crimes of murder and found they had, in common, never experienced socially acceptable adventure.

> Need for adventure itself may play a part in many youthful crimes. A child or adolescent in our society has little opportunity for adventure, except vicariously through watching television, something eminently unsatisfying. It merely whets, in a sometimes disastrous way, a normal appetite for adventure, satisfied often in former days through the dangers of exploration or the vicissitudes of a frontier life. Where is the teenage boy or girl to find adventure now outside of crime? The present great popularity of survival camps among young people is evidence of a need for challenge and adventure—an attempt to find it in a healthy way. . . other competitive activities fulfill some of this natural need, but they are usually available only to those with money.
>
> It is natural for a child. . .to prove himself. He wants to convince himself and others that he "has the guts." Those boys who doubt the strength of their own masculinity attempt by one means or another, to reassure themselves. In some unfortunate cases this takes the form of unacceptable aggression. Aggression is a normal, necessary drive, necessary for a realistic mastery of life, something every

child is endowed with in varying degrees. The problem is not one of aggression itself, but of direction and control. (p. *xx, xxi*)

James S. Coleman (1979) speaking at the 6th Annual Conference on Experiential Education pointed out the possible consequences of a lack of experiential nourishment.

> We have intentionally cut off the child's nourishment by experience, for experience always contains difficulties and dangers that parents, looking back on their experiences, want to protect their children from. This deprivation of experience is accomplished largely by the school, aided by the increasingly sterile home which houses the child between school days.
>
> It is at least partly in this context that one can see the various aspect of the youth movement the burst forth in the mid-sixties: that is, as a demand for experience—first in the pilgrimage from the cities of the North to the sit-ins and demonstrations and marches in small towns of the South, and then in the demonstrations and violence on college campuses. The subsequent accounts of these experiences by those who took part in them describe far less the goals of the actions and the larger aims of the movement than they do the texture of the experience itself, the feeling of oneness with one's fellows, the sense of collective euphoria, the emotions upon witnessing a demonstrator being beaten, how it felt to spend a night in jail, the excitement of confronting authorities to whom one once paid deference. (p. 7)

So, how do we change?

First we should move toward an experiential curriculum that has minimally processed experiences. Curriculm experiences should be direct and primary and should be used to bridge the gap between the didactic and academically-orientated school and the real world outside of the school. Remember, prior to the mass education of children, children learned about life skills from an apprenticeship in the real world of work.

We need to work with an experiential curriculum model that is personalistic, learning centered, and activity-orientated. It should emphasize teachers and learners working cooperatively to make curriculum decisions. Self-directed, self-paced, and sometimes unstructured, and personalized instructional programs should be utilized. Personal feelings, attitudes, values, and experiences are critical to experiential curriculum content. The active involvement of students in planning learning activities is essential to maximizing learning outcomes (Foshey, 1980).

Additional ingredients include trust, group processes and activity, integrating various academic areas, self-motivation, serving different learning styles, building all sorts of links, and the thrust being prosocial.

The last link of these curriculum changes is to guide the student toward an experiential curriculum that includes socially acceptable adventure, risk taking, and challenge. This would, I believe, satisfy Kurt Hahn's conceptualization of education as "experience therapy." (Kurt)

Adventure has many meanings based on prior experiences or fantasties. What is adventure for one, may be "child's play" for another; neither should be denegrated. For example, Jean Malaurie in her book *The Last Kings of Thule* described adventure for Eskimos.

> When adventure does not come to him, the Eskimo goes in search of it. In 1906, a group of eight families whom Peary had taken aboard his ship left it one day because they found the monotony of life on board oppressive and its comforts upsetting. . .The families spent eight months travelling on foot over the hundreds of miles that the ship covered in twenty-two days. Their trip was in many ways dramatic. The families suffered cruelly and often came close to death. When they reached Etah, they had only a few half-starved dogs. But all of them were ready to start out again. How can life be worth living if it offers no surprises, no adventures. (*Times,* 1982, p. 80)

For many of our students, an experiential adventure activity may include community studies such as an urban exploration, a *Foxfire* cultural journalism project, or an oral history project involving students and senior citizens. I have observed behavioral and academic gains after a backpacking trip, an urban adventure, or a one day adventure—discovery experience at a local park. I have observed student/teacher and student/student relationships undergo positive change after a one day or weekend adventure.

When I was teaching in the "600" schools, I organized a hiking club where we hiked to historical spots around New York City *via* a walk across the Brooklyn Bridge. Additionally, I organized a Boy Scout troop that used the adventure of Boy Scouting (Foster, 1961, 1974; Multer, 1962). Indeed, Harrison E. Salisbury (1958) in his book *The Shook-Up Generation* wrote about our troop.

> At first the Boy Scouts were regarded as sissies by the street boys who make up the school population. Only a few boys joined, just one with a uniform. They went on Saturday hikes and cookouts. No matter what the weather, no matter how cold, how snowy, how rainy, the Scouts went out. They began to build a "rep" as tough guys. Bopping youngsters—tough members of the Chaplins, the Bishops, the Stonekillers—admitted that the Scouts were not "chicken" after all. A year later, the troop had sixteen members. Most of them had uniforms. Some of the Bishops and Stonekillers had joined up. (p. 163)

There is one danger, though. If through an experiential adventure curriculum your students become better adjusted about themselves and their environment, they may have problems with an overly rigid classroom and school and a pap-filled curriculum.

Because so many of our children are overprotected at home and in school, very often their reaching out to take risks, a normal growth pattern, takes on an anti-social direction. We need to encourage

them to take risks through an adventure curriculum in a socially acceptable direction. As Higgins stated in *Pygmalion:*

> Would the world ever have been made if its maker had been afraid of making trouble? Making life means making trouble. (Shaw, 1952, p. 106).

And, what Higgins excitedly stated when he took the challenge of teaching and changing Liza.

> What is life but a series of inspired follies? The difficulty is to find them to do. Never lose a chance: It doesn't come every day. (Shaw, 1952, p. 3)

One of my doctoral students served as an instructor of a Minnesota Outward Bound School course for the disabled and able-bodied that included students who were blind, blind and diabetic, paraplegic and quadriplegic, cerebral palsied with a body brace and corset, deaf, and cosmetically disabled. The Vinland National Center (1981) has developed adaptive experiential adventure programming for persons who are disabled. At Frost Valley YMCA Camp, in Oliverea, New York, they have found that physical adventure programming allows their hemo dialysis patients to spend less time on the dialysis machine and with a less intense treatment.

And now for the second part, you. I believe that you can better educate your students by providing a model for emulation. When you are happy, truly alive and full of life, and bring your life experiences into the classroom, education becomes so easy and so much fun. However, you cannot really bring an experiential socially acceptable adventure, risk taking, and challenge curriculum into your classroom unless you have experienced it yourself.

How many of you ever did or still seek socially acceptable and positive adventure, risk taking, and challenge? How many of you have stagnated and continue to perpetuate your lackluster life by presenting your students with a boring and safe curriculum that you may have developed when you started teaching? How many of you continue to lead safe, uneventful, and predictable lives?

How many of you have graduated in your negative risk taking and adventure from smoking pot to sniffing coke? And, how many of you need a few drinks to be able to relax, to laugh, or to have a positive sexual experience?

How many of you have taken a socially acceptable risk or challenge in something that you have been *unfamiliar* with these past two years? How many of you have taken on a challenge this past year at which there was a possibility of your failing? Yes, a possibility or your failing.

How many of you participate only in activities that you have succeeded in: keeping the same friends and doing the same safe professional things? If you participate only in activities that are familiar and which you know you can accomplish, how can you empathize with a student or client who may be afraid of trying something new or something he or she may fail, or failed at earlier? What is your frame of reference that helps you empathize?

Have you participated in anything lately that made you feel what Luzanne Pierce, who was then 34 years old, a mother, and a teacher, felt after she struggled and finally climbed a granite rockface?

> "I panicked," recalls Mrs. Pierce. "Mentally I leafed through the lecture notes I'd painstakingly jotted down on rock-climbing techniques, but notes were useless now. Doing something was different from listening to a lecture on how to do it. I could feel the raw fear of failure growing inside me. It was a terrible feeling."
>
> Somehow, not too skillfully, she made it to the top and then sat quietly for a long time. "It was then, she says, "that I realized what school must be like for some children who, for one reason or another, are unable to learn. The paralyzing fear I'd just felt gave me a basis for understanding the fears these children have and their emotional turmoil, both ignored so easily by parents and teachers." (Eder, 1976, p. 16)

For some, accepting challenge is a way of life. In the New York City Marathon a few Sunday's ago, Nancy Gray (1982), an ashmatic, ran carrying her inhaler. Linda Down (Last, 1982) ran the 26 miles and 385 yard New York City Marathon in eleven hours. Miss Down, who is 25 years old and a victim of cerebral palsy and on crutches since the age of 4, ran the marathon with special crutches know as "Canadian canes." Noel Johnson (Schwartz, 1982) who is 83 years old ran the marathon too. He took up running when he was 60 because his son said he was getting senile and wanted to put him into a nursing home. Talking of the feats of these three does not take from those who completed the marathon in wheel chairs, or with or without handicaps.

We are the result of the genes we inherited from our parents, our constitutional and environmental factors; that is, all of the people and the experiences that interacted in our early growing years. We also, I believe, developed our drives and aspirations from some of our early heroes and heroines. Please think back. Who were your heroes and heroines? Have they played a roll in your professional growth and development?

My heroes are still clear in my mind. They were, and still are: "The Iron Man" Lou Gehrig, C.S. Forester's Captain Horatio Hornblower, and General "vinegar" Joe Stillwell.

Lou Gehrig (Luce & Luce, 1970; Rubin, 1979) was very dependable. He set the record for the most consecutive games started, and he was the New York Yankees' team Captain. It was something for me to pick a New York Yankee as my hero when I was a Brooklyn Dodgers' fan.

Captain Horatio Hornblower was very mortal, and he would never send a man to do something that he would not do (Forester, 1939; 1942). Additionally, his adventures included exploits not involving war. Joe Stillwill was, to me, an honest and tough general (Touchman, 1970). In WW II, he walked out of Burma with his troops and said, "We took a hell of a beating." He did not look for a scapegoat. He dealt with reality and refused to lie to himself or others.

It is interesting to note that two of my heroes were warriors. Yes, war, to most participants, is socially acceptable risk taking, adventure, and challenge. As a former regular army non-com and reservist, I will argue and hope that a curriculum that includes socially acceptable risk taking, adventure, and challenge will provide what William James called, "a moral equivalent to war."

To take my challenge to you to the next step, I will mention briefly two *intense* experiences that I had that, unquestionably, have influenced and guided me professionally. When I was 17, I participated with a number of my fellow Boy Scout leaders on a winter overnight hike that was a first for many of us from the City. We took the Erie R.R. to Southfields, New York, and started hiking into Bear Mountain Harriman State Park. Losing the trail in the dark of night, we got lost very quickly. By then, snow was falling heavily adding to the foot of snow on the ground. We had to set up camp, as best we could, with our—by today's standards—very meager equipment. We did not have a tent because we had planned on sleeping in a lean-to. I can remember waking up the next morning, getting out of my hand-sewn sleeping bag, which I had inserted into my Army surplus raincoat, standing up, raising my hands high above my head and thinking, "Wow, I'm alive! I did it! I survived overnight, sleeping in the snow!"

My second *intense* experience, as I think about it, is also related to the snow and backpacking. In 1972, I worked with some of the Outward Bound staff in an experiment with 24 of my undergraduate students in teacher education. We participated in a winter experience at Dartmouth Outward Bound. (Foster, 1972, 1974).

I still can recall waking up on our fourth night out and struggling to breathe. I remember, too, what was going through my mind. "Am I too old for this? Where can I go? The snow is at least three feet deep. How far can I go on my snow shoes, and how would it look if I ran?"

I forced myself not to panic and asked myself why this was happening to me? After some thought, I somehow pictured the application for Outward Bound and recalled a question about allergies. Suddenly, it hit me, I was allergic to feathers and was sleeping in a down sleeping bag. I got out of my sleeping bag, reached into my pack, took out an allergy pill, and swallowed it. *I* solved my problem.

When I got back to the University, I began developing my program into its present experiential mode that very much involves socially acceptable adventure, risk taking, and challenge.

The point of all of this is that you owe it to some of your special education students and to your clients to provide them with an optional and alternative curriculum. However, you must participate in these experiences for yourself first. Then, and only then, will you be able to share your feelings of an excitement for life with your students through an optional or alternative curriculum built around socially acceptable adventure, risk taking, and challenge.

Finally, I want to share this quotation from Henry David Thoreau (Colorado, 1968, p. 10) with you.

> I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is do dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness out of it, and publish its meanness to the world; or if it were sublime, to know it by experience.

Thank you and success with your *socially acceptable risk taking, adventure, and challenge.*

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(Continued on Page 22)

Call For Nominations New York State Federation Council For Exceptional Children

Nominations are in order for the following NYS-CEC positions:

Statewide Positions

1. Vice President 1983-1984
   (President Elect '84-85)
   (President '85-86)
   (Past President '86-87)
2. Secretary 1983-1986

Regional Positions

1. New York, Area 2 — Bronx, Manhattan, Staten Island 1983-1986

Qualifications

A member shall be eligible for election to office if the individual has been a regular member of CEC for at least one year (or a life member) and has consented to serve. Each individual must be a member in good standing at the time of their nomination and election and remain so throughout the duration of their term of office.

The deadline for receiving nominations is March 1, 1983. Please forward all nominations to:

Dr. Gary O. Carman
Past President NYS/CEC
Chairperson, Nominations/Elections Committee
1156 North Broadway
Yonkers, New York 10701

Letter To The Editor

Would you fly with a pilot who only had seven weeks of practice in the skies? Would you allow your teeth to be examined and treated by a dentist who only had seven weeks of drilling and filling? Would you take your family pet to a veterinarian who had such a limited internship? Of course not! But in New York State, a student teacher can invest as little as seven weeks in a practicum situation and can obtain a master's degree *plus* provisional certification to teach special education in the public schools. This is outrageously shocking!

I want to share a recent experience I had as a supervising teacher working with a student from an institution of higher education in New York State. About a month and a half into the fall semester, I received an undated letter from the institution thanking me for agreeing to serve as a supervising teacher "during the coming practicum quarter." No specific date was mentioned. The letter listed the student teacher's name and stated "a *Student Teacher Information Sheet. . .*" was enclosed. But nothing was enclosed. A phone number was provided "should questions arise. . ." I needed this information since I still did not know exactly when the student teacher would be arriving.

About a week later, I received a phone call from the institution of higher education notifying me that the student teacher would be arriving Monday morning. I anticipated that she would be carrying with her all the literature and guidelines we needed to make this a "valuable learning experience."

Unfortunately, I was wrong. She had no *Student Information Sheet* nor booklet or literature of any kind which could provide some orientation for our experience. I had to depend on second-hand information filtered through the student teacher who perhaps, understandably, was uncertain of procedures, expectations, and requirements. By the third day, I realized that we needed assistance from her supervisor, particularly when I raised the issue of lesson plans and preparation for full days of student teaching practice. These ideas appeared to be foreign to the student teacher.

I phoned her supervisor but my call was not returned. The next day, I learned through the student teacher that her supervisor would be making an observation in about three weeks; that day marked the beginning of this student teacher's third week of the seven in the practicum experience. It was my *first contact* with the institution of higher education since the first letter.

During a discussion with the student teacher's supervisor, I insisted that the college send me background information on the student teacher, but especially I asked that her supervisor observe her more frequently than originally scheduled. I felt twice a week should be minimum with this student. Because such support was not possible from her supervisor, the student teacher was withdrawn.

Perhaps all of what I've related to you is an isolated case of insufficient support and communication from an institution of higher education. Perhaps it has happened only to me. Whatever the case, each time it happens, it is a disservice and an insult to the supervising techer and to our profession. The preparation of teachers is a worthy and serious endeavor. Shouldn't there be serious involvement and support from the teacher-training institutions?

I am mad! I am mad because, like you, I take my professional responsibilities seriously. This experience was disappointing and distasteful. Was my experience an isolated case, or was it typical of what has been going on across the State?

Sincerely,

The editor encourages responses to this letter.

INTERFACE 1983

Education/Technology/Society

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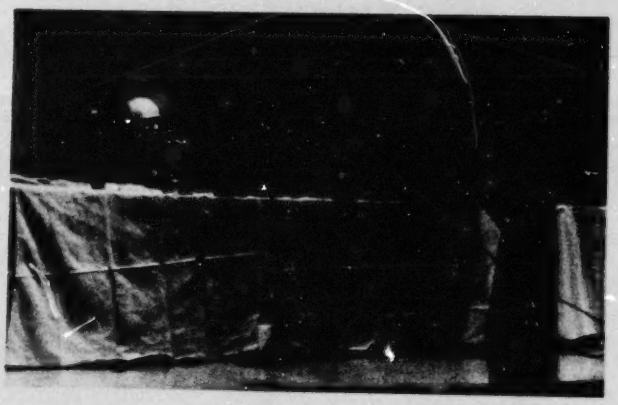
CEC Convention Photographic Report

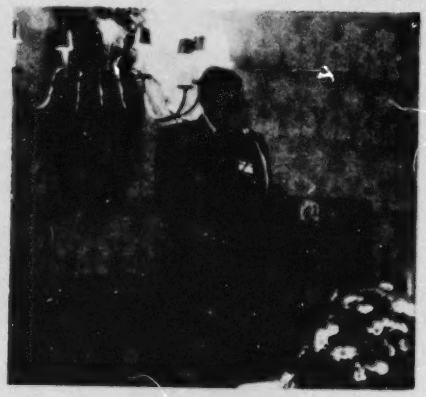
Photographs By: Dr. Chigee J. Cloninger & Kathryn E. Hargis

Deborah Swallow presented her Student of the Year Award by Lori Carlson.



Dr. Edward Sontag, Nancy Mattox, and Dr. Frances G. Berko.

Kathryn E. Hargis commenting on her Service Award.



Dr. Gary O. Carman presiding.

Betty Pendler commenting on her Friend of Special Education Award.

Dr. Richard J. Lee presented his Award for Distinguished Service by Alexander P. Turead.

Dr. Herbert L. Foster making a point.

TRAVEL — STUDY
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